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ABSTRACT

This extensive kit provides guidance materials for use with secondary school students. The first five sections of the kit include structural and programmatic component descriptions; directions on implementing the Missouri Comprehensive Guidance Program Model; discussion on involving administrators and teachers; and information on evaluating the Comprehensive Guidance Program. Lesson plans for grades 9-12 are in the appendix which makes up the bulk of the document. The focus is on the areas of career planning, exploration and knowledge of self and others, and educational and vocational development. Each of these lesson plans provides the following types of information: (1) area of focus; (2) competency to which the plan relates; (3) category of plan; (4) time required, group size, grade level, and materials; (5) an introduction to the purpose of the lesson; (6) the procedure; and (7) observation notes. Handouts supplementing the lesson plans are included. The last section of the appendix presents a list of guidance competencies and academic learner outcomes. The guidance competencies are listed on the left side of each page. Identified, related academic learner outcomes, expressed as key skills/core competencies, appear directly across on the right side of the page. (ABL)

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ED349488

[Secondary (9-12) Guidance Kit]

MISSOURI

COMPREHENSIVE GUIDANCE

a model for program development, implementation, and evaluation

CG024481

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MISSOURI

COMPREHENSIVE

GUIDANCE

A MODEL FOR PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

Revised 1991

MISSOURI COMPREHENSIVE GUIDANCE:
A Model for Program Development and Implementation

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SECTION I

INTRODUCTION

SECTION I

INTRODUCTION

"Missouri Guidance, Counseling and Placement: A Vital Link to Excellence in Education."

Excellence in Education is a major theme in Missouri education. It calls for a strong and enduring commitment to our public school system and the development of a tangible, concise plan to bring about reform. There is a general belief that our public schools are at a critical point and that some priorities must change if our schools are to provide the education that will enable youth to fully function in society. Comprehensive guidance programs are vital if excellence in education is to be achieved.

Because of the need to refocus guidance activities and develop guidance within a **"programmatic framework,"** the Missouri Department of Elementary and Secondary Education began to field test a proposed model for guidance in selected school districts during the 1984-85 school year. In 1986-87 twenty-five additional school districts were involved in implementing and refining the program.

The model for program development, implementation, and evaluation that follows is based on results obtained from the pilot school districts. **While it is a State Model, local districts have the flexibility to modify the model to meet local needs.**

Throughout the field testing process, numerous task forces comprised of approximately 125 elementary, middle school, high school counselors, building-level administrators, district superintendents and central office staff provided direction concerning the content, structure and implementation procedures for the model.

Purpose

The primary purpose of the Missouri Comprehensive Guidance Program Model is to help districts plan, develop, implement, and evaluate comprehensive and systematic guidance programs in kindergarten through grade twelve.

Rationale

The Missouri Comprehensive Guidance Program Model when fully implemented will provide:

1. **a guidance program that reaches 100% of the student population.**

2. **a programmatic approach to guidance.**

3. **accountability for guidance programs, as required by the Missouri School Improvement Program.**

4. **counselors who devote full time to the program through the elimination of non-guidance tasks.**

5. **for the identification and achievement of student competencies through the guidance program.**

Benefits of the Model Guidance Program

Benefits for Students:

1. Promotes knowledge and assistance in career exploration and development
2. Develops decision-making skills
3. Increases knowledge of self and others
4. Broadens knowledge of our changing world
5. Increases opportunities for counselor-student interaction
6. Develops a system for students' long-range planning

Benefits for Parents:

1. Provides support for parents regarding each child's educational development
2. Increases opportunities for parent/counselor interaction
3. Enables parents to obtain resources when needed
4. Assures parents that all children will receive services from the guidance program

Benefits for Teachers:

1. Encourages positive, supportive working relationships
2. Provides a team effort to address "Key Skills and Core Competencies"
3. Defines the role of the counselor as an educator

Benefits for Administrators:

1. Provides program structure with specific content
2. Provides a means of evaluating the guidance program (accountability)
3. Enhances the image of the guidance program in the community

Benefits for Local Boards of Education:

1. Provides a rationale for including a comprehensive guidance program in the school system
2. Provides program information to district patrons
3. Provides a basis for determining funding allocations
4. Provides ongoing data relative to the attainment of student competencies through the guidance program

Benefits for Business, Industry and Labor

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor
2. Enhances the role of the counselor as a resource person
3. Increases opportunities for business, industry and labor to participate actively in the total school program
4. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity

Benefits for Guidance Personnel:

1. Provides a clearly defined role and function
2. Reduces or strives to eliminate non-guidance functions
3. Offers the opportunity to reach a large majority of students
4. Provides a tool for program management
5. Outlines clearly defined responsibilities for specific student competencies
6. **Addresses the guidance program standards and indicators in the Missouri School Improvement Program**

Model Guidance Program Definition

Guidance and Counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The Guidance Program includes:

1. **Guidance Curriculum**
2. **Individual Planning**
3. **Responsive Service**
4. **System Support**

The program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

An informative video tape, "Missouri Comprehensive Guidance," is available through the Missouri Department of Elementary and Secondary Education.

SECTION II

STRUCTURAL AND PROGRAMMATIC COMPONENT DESCRIPTIONS

SECTION II
MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL:
Structural and Programmatic Components

The state model for comprehensive guidance programs has two major parts. These two parts contain the following ten components:

STRUCTURAL COMPONENTS

- Definition and Philosophy
- Facilities
- Advisory Council
- Resources
- Staffing Patterns
- Budget

PROGRAMMATIC COMPONENTS

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

STRUCTURAL COMPONENTS

Program Definition and Philosophy

The **definition** identifies the centrality of guidance within the education process and describes in broad outcome terms the competencies students will possess as a result of their involvement in the program. Local school districts are encouraged to develop their own definition of a comprehensive guidance program, based on the State's definition.

The **philosophy** identifies a belief system and establishes the broad goals of a program. The statement of philosophy is derived from the philosophy of the local school district and from the goals of the State of Missouri as expressed in the Missouri Comprehensive Guidance Program Model.

Guidance Program Facilities

To implement a comprehensive guidance program, it is recommended that a guidance center be established. The guidance center needs to be large enough to adequately house all of the program's personnel, resources, and equipment. The center should also be accessible to all students including those with handicaps. The minimum requirements for a guidance center are:

1. A well-organized and displayed collection of guidance resource materials and equipment
2. Private offices, properly equipped and soundproofed
3. Adequate space for individual, small and large-group use
4. Adequate storage space

Facilities that meet these minimum requirements will increase program effectiveness, adding strength to the comprehensive guidance program.

Advisory Council

An Advisory Council provides support, offers advice, reviews present activities and encourages new activities to meet the goals of the comprehensive guidance program. Advisory Councils may include school board members, school staff, parents, students and community leaders. It may be organized at the district or individual building level.

Its responsibilities may be assumed by or organized within an existing group such as:

1. School or district-wide advisory council
2. School or district-wide vocational advisory council
3. Guidance program advisory council
4. Combination of the above

Guidance Resources

For each of the programmatic components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support, appropriate guidance resources are required. These resources include l) equipment and materials, 2) staff expertise, and 3) community resources.

Staffing Patterns

An organizational chart for district guidance personnel is recommended. It should include:

1. The identity of each counselor employed within the district and their case load compared to the state standards for counselor pupil ratio

2. Secretarial and clerical support personnel assigned to counselors

3. Counselor/Administrative relationships in the organizational chart

In buildings and districts with more than one counselor, a head counselor or director should be identified. This ensures that program planning, coordination, implementation, and evaluation takes place in a timely and effective manner. In order for these individuals to organize and manage the guidance program, consideration should be given to reducing their student caseload.

Budget

The guidance department budget should be established annually to insure that the program is developed, implemented and managed effectively. This budget is separate from the testing budget.

PROGRAMMATIC COMPONENTS

Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities kindergarten through grade twelve. The purpose of the guidance curriculum is to provide students at all levels with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The curriculum is organized around three major areas: **Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development.** Students competencies to be addressed in these areas are identified in part through the use of the *Missouri Comprehensive Student Needs Survey.*

While counselors' responsibilities include the organization and implementation of the Guidance Curriculum, the cooperation and support of the entire school district organization, (faculty, staff and school board) are necessary for its successful implementation. The Guidance Curriculum is delivered through such strategies as:

Classroom Activities: Counselors teach, team teach or assist in teaching guidance curriculum learning-activities or units in classrooms. They may be conducted in the classroom, guidance center, or other school facilities.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to develop skills and to increase the knowledge of students.

Examples of topics within this component may include the following:

* Self-Concept
* Conflict Resolution
* Personal Responsibility
* Peer Relationships
* Career Awareness
* Career Exploration
* Decision-Making Skills

* Substance-Abuse Programs
* Study Skills
* Planning School Programs
* Pre-Employment Skills
* Job Preparation
* Post High School Decision-Making

The outline shown on the following page will help counselors in planning and developing various activities within the Guidance Curriculum.

GUIDANCE CURRICULUM OUTLINE

I. Yearly Calendar for Major Activities

II. Guidance Curriculum Activities Outline (See page 12 for blank outline)*

  A. Curriculum Area

  B. Category

  C. Competency Statement

  D. Students Served

    1. Number of students
    2. Grade level
    3. Classroom setting (math, science, home economics, agriculture, etc.)

  E. Time Required

  F. Resources Needed

  G. Evaluation of Guidance Curriculum Activity

    1. Anticipataory Set
    2. Objectives and Purpose
    3. Instructional Input
    4. Modeling
    5. Checking for Understanding
    6. Guided Practice
    7. Independent Practice

  H. Observations

*Sample Activities follow

AREA:

CATEGORY:

COMPETENCY:
TIME:
GROUP SIZE: GRADE LEVEL:
MATERIALS:

INTRODUCTION:

PROCEDURE:

OBSERVATION NOTES:

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY:	I KNOW HOW TO EXPRESS THOSE THOUGHTS AND FEELINGS THAT ARE IMPORTANT TO ME.
TIME:	1 CLASS PERIOD
GROUP SIZE:	CLASS GRADE LEVEL: K-3
MATERIALS:	WORKSHEET, PENCILS, CRAYONS

"THINGS THAT BUG ME"

INTRODUCTION: The purpose of this activity is to stimulate class discussion on a variety of feelings and to encourage students to name different types of feelings. This leads to an awareness of how they may react when these feelings are present.

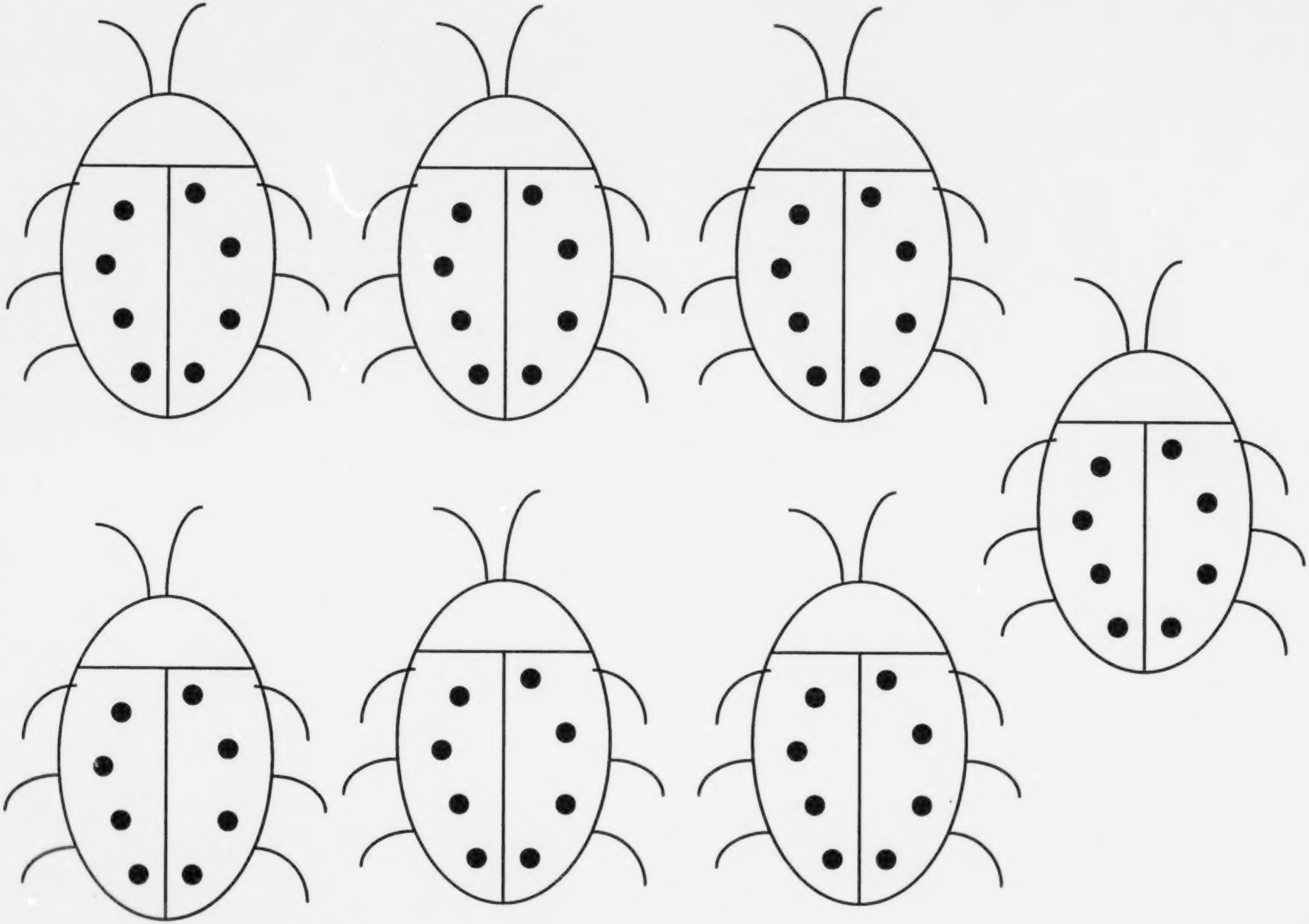
PROCEDURE:

1. Stimulate class discussion about various feelings.
2. Ask students to complete the worksheet on "Things That Bug Me".
3. Students can write only one thing per bug.
4. After the class has completed the worksheets, they may wish to color their bugs.
5. Allow time for students who may want to discuss their worksheets with the class.

OBSERVATION NOTES

Students who list particularly difficult situations may need individual help.

THINGS THAT BUG ME



AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY:UNDERSTANDING AND ACCEPTING MYSELF

COMPETENCY: I UNDERSTAND WHAT IS IMPORTANT TO ME (MY VALUES).
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 7-8
MATERIALS: HANDOUT-PERSONAL PROFILE, PLAIN PAPER, COLORED PENCILS, MARKERS/CRAYONS

"THERE IS NO ONE LIKE ME"

INTRODUCTION: Students need to become more aware of themselves through an understanding of who they are. Students will work toward raising their self-esteem and reaching their full potential.

PROCEDURE:

1. Ask students to write their name lengthwise on a piece of paper. Instruct the students to write a word that describes them after each letter. The word would need to start with the same letter. Inform the students that they can use any colors on the sheet and can decorate the sheet in any way.
2. Stimulate a discussion around this activity. Introduce the need to recognize individual strengths and weaknesses.
3. Distribute the "Personal Profile." Read the instructions to the students. Allow ample time for students to complete.
4. Ask students to design a classroom bulletin board. On the board, each student's name sheet and Personal Profile will appear together.

OBSERVATION NOTES

The leader should be aware of any students who are unable to express their ideas about themselves.

"PERSONAL PROFILE"

Rank each group in order of preference. Assign one, two, or three to each item in the group.

Watch TV
Dance
Fishing

Study
Sports
Read

Movie Star
Millionaire
President

Teacher
Engineer
Accountant

Wealthy
Respected
Intelligent

Red
Blue
Yellow

Bear
Lion
Peacock

Rose
Tulip
Daisy

Tennis
Swimming
Basketball

Ocean
Mountain
Hills

Beauty
Money
Health

Athlete
Rock Star
Doctor

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY:	I CAN HANDLE PERSONAL DIFFICULTIES.
TIME:	1 CLASS PERIOD
GROUP SIZE:	SMALL GROUP GRADE LEVEL: 9-10
MATERIALS:	"THE CLIQUE"- A STORY

"THE CLIQUE"

INTRODUCTION: Peer pressure is a dynamic force that is present in groups of students at this age level. Often, students find themselves involved in activities with a group with whom they would not become involved on an individual basis. This story offers an opportunity to identify problems associated with peer pressure. Students supply the ending to the story and evaluate strategies for coping with the problem.

PROCEDURE:

1. Read "The Clique" aloud with the class.
2. Discuss the following questions:

   a) What are the problems in this story?
   b) Why does Joyce feel pushed by Wanda and her group?
   c) Why did Janet enjoy her friendship with Saundra at first?
   d) Is it okay to want to be alone sometimes?
   e) What is peer pressure?
   f) Have you ever been in a similar situation? How did you handle it?

OBSERVATION NOTES:

During the discussion of this story, students may identify problems of peer pressure associated with other areas such as drug abuse, cheating on tests, etc. These areas may be used for role-plays or as discussion topics at a later time. Be sure the point is made (by the leader if not the class) that wanting to be accepted by a group is not enough reason to do something you know to be wrong.

"The Clique"

"The Clique"

The Story:

Joyce has just moved to Kansas City and feels lucky that she has found a friend, Saundra. They like to do the same things and have fun together, but each allows the other freedom to go her own way. Joyce also meets Wanda, the leader of a group of youngsters who seem to really have fun. Joyce is accepted into the group and is swept along with Wanda and the camaraderie. But soon the group asks that she give up her friendship with Saundra and do some things she doesn't believe are right. The group has planned to visit a shopping mall on Saturday and "take" a few things. When Joyce tells the others that she plans to stay away, Wanda tells her that she must go if she wants to stay in the group. What would you do if you were Joyce?

"The Clique"

Individual Planning

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities in this component are counselor planned and directed. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual Planning is implemented through such strategies as:

> Individual Appraisal: Counselors work with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and data is a basis for developing immediate and long-range plans for students.
>
> Individual Advisement: Counselors work with students to use personal-social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents and school in planning a program that meets individual needs of students is critical.
>
> Placement: Counselors assist students in making the transition from school to school, school to work or school to additional education and training.

Examples of topics within this component include the following:

- Career Awareness
- Transition Plans from School to School
- Interest Inventories
- Course Selection for the Next Grade Level
- Career Shadowing
- Four-Year Plan
- Honors/Awards Programs
- Career Exploration
- Vocational Education Selection and Training
- College and University Selection
- Financial Aid And Scholarships

See pages 52-58 for examples of Individual Planning Activities.

Responsive Services

Responsive Services consist of activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student-initiated. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation of this component. Responsive services are delivered through these strategies:

> Consultation: Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.
>
> Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives and possible consequences so that appropriate action is taken.
>
> Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.
>
> Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse and terminal illness. These referral sources may include:
>
> - Mental Health Agencies
> - Employment and Training Programs
> - Vocational Rehabilitation
> - Juvenile Services
> - Social Services

See pages 61-62 for examples of Responsive Services activities.

System Support

System Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional literature.

Staff and Community Relations: This activity involves orienting staff and the community to the comprehensive guidance program through such means as newsletters, local media, and school-community presentations.

Consultation with Teachers: Counselors need to consult with teachers and other staff members regularly in order to provide information, to support staff and to receive feedback on emerging needs of students.

Advisory Councils: Serving on departmental curriculum committees, community committees or advisory boards are examples of ways to support other programs in the school and community and to gain support for the guidance program.

Community Outreach: Included are activities designed to help counselors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and social services agencies on a periodic basis.

Program Management and Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive guidance program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: Guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work of counselors.

See pages 65-66 for examples of System Support activities.

SECTION III

IMPLEMENTING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

SECTION III

IMPLEMENTING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

Ten steps are involved in implementing the Missouri Comprehensive Guidance Model. This process takes a great deal of initial planning and effort. Developing a comprehensive approach revitalizes the current program, making it more meaningful and responsive to changing student, school and community needs. The steps outlined in this section will enable counselors to implement a comprehensive developmental guidance program.

Getting Organized

The challenge that counselors face is how to make the transition from the current program to the Missouri Comprehensive Guidance Program Model. Remember that the current organizational structure now in place remains while counselors put the new organizational plan in place. Before the implementation process gets under way, there are three of critical points to take into consideration:

1. Understand the necessary conditions for change in the school district or building.

2. Expect some resistance to change.

3. Appreciate the challenges involved.

Implementation Steps

There are ten steps a district needs to follow in order to implement the Missouri Comprehensive Guidance Program Model.

1. Write the district's program definition and philosophy based on the Missouri Comprehensive Guidance Program Model.

2. Meet with administration and Board of Education to gain support and secure authorization to implement the requirements of the Missouri Comprehensive Guidance Program Model.

3. Select and meet with the Advisory Council.

4. Complete the Time and Task Analysis process.

5. Complete the needs assessment process for students, teachers, and parents, and assess the guidance resources available for program use.

6. Identify student competencies that address the need areas ranked highest on the *Missouri Comprehensive Student Needs Survey.*

7. Identify existing guidance learning activities, select appropriate guidance learning activities from the Missouri Comprehensive Guidance Program resource kit, or develop additional activities to address the identified needs. (Refer to pages 29-34)

8. Implement sequential guidance curriculum for each grade level or grade-level grouping.

9. Develop a master calendar for each month of the school year. Categorize activities by the four programmatic components.

10. Evaluate the guidance program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

Description of Implementation Steps

The purpose of this section is to provide a sequential plan of action to implement the Missouri Comprehensive Guidance Program. A detailed discussion accompanies each of the ten steps.

1. Write program definition and philosophy based on the Missouri Comprehensive Guidance Program Model.

The definition describes the focus of the program while the philosophy presents the program's underlying meaning and beliefs. An example definition and philosophy follows:

SAMPLE DEFINITION

Guidance and counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The guidance program includes:

1. Guidance Curriculum
2. Individual Planning
3. Responsive Services
4. System Support

The guidance program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

SAMPLE PHILOSOPHY

The school district believes that the guidance program is an important and integral part of the overall educational process.

Since students develop emotionally, socially and educationally, the guidance program must address the issue of total growth and development. Growth and learning are developmental; therefore, guidance must be developmental and sequential. The need for guidance begins with pre-school entrance and continues throughout life.

The K-12 developmental program is concerned with all students while recognizing the fact that individuals have needs that will continue to require special attention. As a result, the comprehensive guidance program is for all students and becomes developmental rather than crisis-oriented.

2. Meet with the administration and Board of Education to gain support and secure authorization to implement the requirements of the Missouri Comprehensive Guidance Program Model.

Explain the requirements of the Missouri Comprehensive Guidance Program Model. Obtain necessary Board support and assurances. An example of Board of Education assurances follows:

BOARD OF EDUCATION ASSURANCES

By adopting the Missouri Comprehensive Guidance Program Model, the Board of Education commits itself to the support of the model's goals and purposes. The Board of Education shall:

- Provide time to district staff to develop, implement and manage a quality, comprehensive guidance program.
- Receive periodic reports from administration and the Advisory Council.
- Take action on decisions needed to ensure continued program development and progress.
- Use program evaluation findings in making fuding decisions.
- With the assistance of the Advisory Council, direct the staff to publicize the program to the community.
- Provide adequate funding to assure continued program development, implementation and evaluation.

Share the following National School Boards Association resolution and Missouri School Boards Association resolution on Guidance and Counseling with the local Board of Education.

NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school boards, state education agencies and the federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs. (Adopted by the NSBA Delegate Assembly April 4, 5 and 7, 1986.)

The MSBA encourages local boards to support comprehensive guidance and counseling programs staffed by professionals and supports efforts to improve the education of school counselors. (Adopted by the MSBA Delegate Assembly October 26, 1987.)

3. Select and meet with the Advisory Council.

The administrator in charge of the district's guidance program should appoint a staff person to form the Advisory Council. This staff person selects members for the Advisory Council from the school board, school staff, parents, students and community leaders. Typically, an advisory council meets annually or as needed to provide advice and counsel on the program content and structure.

A sample agenda for the first meeting could include:

1. Presentation of the Missouri Comprehensive Guidance Program Model. (The Model Guidance video could be introduced)
2. Identification of tasks to be performed.
3. Assignment of tasks.
4. Establishing a time line to accomplish tasks.
5. Selection of meeting dates.

The second meeting could deal with Time and Task Analysis and Needs Assessment.

4. Complete the Time and Task Analysis process.

A time and task analysis is used to survey and analyze the distribution of counselors' time and the tasks within the current program. This analysis provides a basis for comparing the time and tasks involved in the current program to those of the comprehensive program. A district may conduct the time and task analysis using either fifteen or thirty-minute time intervals.

The steps involved in conducting the time and task analysis are as follows:

1. Using the Time and Task Analysis Form, begin collecting data on Monday, the first week of school. The next week collect data on Tuesday. The third week, collect data on Wednesday. The fourth week, collect data on Thursday and the fifth week, collect data on Friday. Beginning with the sixth week, repeat the process for the remaining weeks of the school year.

2. Use the Time and Task Analysis Form to keep track of the time spent in various activities. For the days chosen, keep track of the time spent using the five categories on the form provided. Note that the form also has time blocks for before-school, after school or evening activities conducted as a part of the program

3. Look at the Time and Task Analysis Form. Determine the category into which the activities can be placed. Place a check in the appropriate category for each fifteen or thirty-minute interval. For the non-guidance category, write in the actual non-guidance task.

4. Count the total number of fifteen or thirty-minute daily blocks of time for each school day that is being logged. Do NOT count blocks of time when not on duty. Next count the number of fifteen or thirty-minute block intervals for each category. Record these figures in the appropriate blanks at the bottom of the log. Calculate the percentages for the day in each category by dividing the total daily category blocks of time by the total daily blocks of time.

5. On the Time and Task Analysis Summary Sheet, total the blocks of time by the category. Calculate the percentages of time spent in each category. Do this by dividing each total category block by the grand total number of blocks.

6. Chart these percentages in the Time Distribution Wheel Form for the current program. Based on State-recommended allocations of time, decide the appropriate time allocation for the school in percentages, and display those percentages on the Time Distribution Form for the revised program at your grade level. These can be found on pages 93-95 in the Appendix.

5. Complete the needs assessment process for students, teachers and parents and assess the guidance resources available for program use.

The Missouri Department of Elementary and Secondary Education, Guidance/Vocational Special Needs Section has defined need as "the student's identified perceptions of those competencies for which they need help in mastering." Through a needs assessment, counselors are able to identify the program categories and competencies that the students, staff and parents feel are important. A needs assessment is one basis for the selection of student competencies and guidance learning activities that are used to help students acquire these competencies.

Benefits of a needs assessment include:

1. Identification of needs of students.
2. Providing a data base for program planning.
3. Providing information to policy makers to assure program support.
4. Providing a basis for selection and implementation of guidance learning activities and classroom presentations.
5. Increased opportunities for student, staff and parent interaction.

To complete the needs assessment process, two versions of the *Missouri Comprehensive Student Needs Survey* are available for each of the levels 4-6, 6-9 and 9-12. The first version is for students and the second version is for parents and teachers.

The *Missouri Comprehensive Student Needs Survey* is available through:

Center for Educational Assessment
University of Missouri-Columbia
403 South Sixth
Columbia, Missouri 65201
(314) 882-4694

Survey costs include answer sheets, scoring service and a computer printout of the results.

A complete needs assessment should be administered the first year the program is implemented and, ideally, every third year thereafter.

Because these surveys are relatively brief and easy to administer, it is strongly recommended that they be given to 100% of the student population in small to moderate sized schools (500 or fewer students). In larger schools, (more than 500 students), a 50% random sampling of students is desirable. Administration of the parent surveys should ensure that at least 50% of the total parent population has the opportunity to respond. Local districts should decide how to manage the surveys to yield these results. Strong consideration should be given to administering the parent-teacher versions of the *Missouri Comprehensive Students Needs Survey* to all teachers to assess their perceptions of student needs.

The reports by grade level received from The Center for Educational Assessment include:

1. Group Data -- Student Needs by Item.
2. Group Data -- Ranking of Needs by Category.
3. Individual Data -- Roster.
4. Individual Data -- For Student.

The group reports identify the specific student competencies counselors need to address in their schools. Individual data may be used to identify students who may benefit from small-group counseling.

Group Data -- Student Needs by Item:

This report indicates the group frequency of response to each item and the percent of the total group that ranked that item. This report also displays each of the categories and the need item numbers in each category. After identifying the top four or five categories selected by students from the form on Table I, the counselor should note those need items selected by 50% or more of the students in those top four or five categories. These are the specific need items the guidance program may want to address. After the need items are identified, the counselor should refer to the competency statement list. This list shows each need item reworded into competency statements. Counselors should use those competency statements that reflect the highest need items.

Group Data -- Ranking of Needs by Category:

This report lists all categories and their relative ranking. It is recommended that counselors use Table I to record and compare the relative ranking of categories across each grade level. The top four or five categories across all grade levels should be identified by summing the ranks across grade levels. Counselors should note the ranked categories by each area: (refer to competency statement list) a) Career Planning and Exploration, b) Knowledge of Self and Others, and c) Educational and Vocational Development. It is recommended that counselors choose the highest one or two categories under each area to select the student competencies to be addressed by the guidance program (see sample table in the Appendix).

Individual Data -- Roster

This report shows the items to which each student responded and the ranking of each student's top five categories.

Individual Data -- For Students

The individual student report indicates with a "yes" the items ranked by the student and their expressed top five need categories.

Use of Formal Needs Assessment Data

There are multiple ways to use the Missouri Comprehensive Student Needs Survey data. Primarily the results should be used to select specific competencies in which students report deficiencies. Also, counselors should assess the balance among the three areas of Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development. The results of the needs survey also will be used to select guidance learning activities from the Missouri Comprehensive Guidance Program Kit for classroom presentations. Varying sets of opinions and data, including professional judgment and the opinions of the Advisory Council, should be used to supplement the needs survey data.

NOTE: The following categories from the *Missouri Comprehensive Student Needs Survey* are not generally considered to be a part of the guidance curriculum. It is suggested that results of these categories be reported to the administration for use in other curricular areas.

The category "Learning consumer and home owner skills" is not considered to be part of the guidance curriculum. The category "Learning about marriage and family responsibilities" is not generally addressed at the secondary level by the guidance staff. However, guidance staff may function in a support capacity for this category.

Use of Informal Needs Assessment Data

In addition to the formal needs assessment, there is a need for an informal needs assessment. Adults may be able to identify needs that students may not report. An example might be a concern in a district over a growing problem of substance abuse that may not be identified by students in the formal needs assessment.

Assessment of Current Resources

Assessing resources requires a systematic and thorough review of the current guidance program and such aspects as activities, space, time allocation, equipment, staff expertise, and community resources. The following steps need to be followed:

1. Equipment/Materials: Inventory school equipment and materials that may be used in the guidance program. As part of the inventory, an opportunity should be given to staff members to indicate any new equipment and materials that may be needed.
2. Staff Expertise: Identify the special skills of staff members that may be helpful in carrying out guidance program activities.
3. Community Resources: Identify community resources that can be used in carrying out the guidance program such as community service clubs, local businesses, Chambers of Commerce and labor unions.

6. Identify student competencies that address the need areas ranked highest on the Missouri Comprehensive Student Needs Survey.

1. The formal and informal needs assessment process should be completed and the student competencies identified based on local data. (See appendix pages 67-81 for a complete list of competency statements K-12). Also remember that competency statements are reworded need items as the high school example below indicates.

Guidance Curriculum **(component)**
Career Planning and Exploration **(area)**
Planning and Developing Careers **(category)**

I need help to know how to prepare for careers in which I am interested **(need item)**.

I know how to prepare for careers in which I am interested **(competency statement)**.

Before proceeding, it is important to point out that each of the need categories is important. Also, be aware of the amount of time allocated for the implementation of the guidance curriculum in selecting the number of competencies to be addressed.

2. Another step in implementation is the task of clarifying the student competencies to be addressed in each of the program components. The counselor may decide to develop a guidance learning activity for a specific competency. On the other hand, a competency may be achieved through an individual planning session with a student. The counselor may also decide that a competency can best be addressed by setting up group sessions for students with particular concerns.

3. After deciding how each competency can best be achieved, it is important to identify appropriate areas in the school curriculum and in the Comprehensive Guidance Program where they may be incorporated.

7. Identify existing guidance learning activities, select appropriate guidance learning activities from the Missouri Comprehensive Guidance Program resource kit, or develop additional activities to address the indentified needs.

Using the outline and formats provided, select, modify or write guidance learning activities that best address the identified competencies. Guidance learning activities should be detailed enough for effective use from year to year.

8. Implement sequential guidance curriculum for each grade level or grade-level grouping.

Guidance learning activities implemented through classrooms should be coordinated with the teachers involved and the school calendar to avoid possible conflicts.

When concluding that a guidance learning activity can best be addressed within a department or classroom, it is essential to work closely with the teachers involved. Occasionally, a particular teacher may be less than enthusiastic about relinquishing class time. In initial program planning, select teachers with whom there is a good working relationship. Seek these people out well in advance. Advance notice of one or two months up to a year is most desirable. The teachers should have a detailed explanation as to the purpose of the learning activity, how long it will take, and what will be accomplished. If possible, the teacher should be shown the written learning activity. The method for evaluation should be included in the activity. This may help to demonstrate the importance of the activity. It should be stressed that the counselor will take the leadership role but that a significant contribution can be made by the teacher. The teacher needs to be given some specific responsibilities.

9. Utilizing the four programmatic components, develop a master calendar for each month of the school year.

A master calendar enables counselors to organize and manage the activities of the program. It also provides a time frame for scheduling resources and equipment. It provides an organized, systematic way to implement and deliver the comprehensive guidance program. It enables the counselor to organize time to meet student needs and to communicate information concerning the objectives of the guidance program to students, staff, parents, and the community. The master calendar integrates the guidance program with total school activities. It encourages total staff involvement and provides evidence of organizational ability in implementing the guidance program. To aid counselors in effectively using a master calendar, a two-week calendar may be used to outline activities in a more detailed format. The two-week calendar may also be used as a checking device to determine how effectively counselors' activities balance across the four program components. An example of a two-week and monthly calendar can be found on page 91 in the Appendix.

10. Evaluate the Guidance Program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

At this stage a district will determine the degree to which it has been successful in adopting the new program. After full implementation, each district will want to evaluate the effectiveness of the new program based on the achievement of program standards, personnel performance-based evaluation, and student competency attainment. (See Section V for more information.)

It is important for each district to develop a documentation file indicating that the ten components of the program have been addressed. Examples of materials that need to be on file include:

1. Written definition and philosophy.
2. Board of Education assurances.
3. List of Advisory Council members.
4. Agenda and minutes of advisory council meetings.
5. Summary of needs assessment data.
6. Categories and competencies based on needs assessment data.
7. Guidance learning activities.
8. Summary sheet of time and task analysis.(weekly planner)
9. Time Distribution Wheel Form.
10. Master Calendar.

A Documentation File Checklist is available on page 96 in the Appendix.

Making The Transition: Some Closing Thoughts

Some points to consider in making the transition to the Missouri Comprehensive Guidance Program Model are:

1. When comparing the current time analysis data to the model program time allocations, note the discrepancy between the two. Analyze the components that are being adequately covered, those that are underserved, and those that are being overly used. Within each component, isolate those activities causing the discrepancy. Plan activities to bolster underserved components and reduce activities in overly used components following the State-suggested time allocations.

2. Note the non-guidance duties identified on the Time and Task Analysis Form and the time they consume. Remember, there are some common duties a counselor must share as a school staff member, such as lunch duty or chaperoning school functions where every staff member takes a turn. However, there are frequently a number of non-guidance duties that are assigned to counselors alone. Example non-guidance duties were identified and grouped by a statewide task force of administrators and counselors into the following four categories:

    a. Supervisory duties
    b. Clerical duties
    c. Special programs and services
    d. Administrative duties

What follows are examples of these non-guidance duties in each category with suggestions for streamlining and displacement of these duties.

Supervisory Duties -

A. Developing and monitoring school assemblies.

- This is an administrative function, and is not viewed as a part of guidance program responsibilities.

B. Hall duty, cafeteria supervision, bus loading and unloading supervision, and restroom supervision.

- These duties could be shared equally among all staff.
- Teachers could be assigned to some of these duties as a regular part of their schedule.
- Volunteers could be used to supervise non-liable events.

C Chaperoning school functions and athletic event supervision.

- These duties could be shared equally among all staff.
- Booster club members could handle some of the athletic events.
- School staff could be paid extra to take on extra duties.

D. Substitute teaching.

- Counselors are not substitute teachers. On an occasional basis however, counselors could conduct guidance learning activities, particularly if teacher absences are known in advance.

Clerical Duties -

A. Selling lunch tickets.

- This should be done by clerical/secretarial or cafeteria staff.

B. Collecting and mailing out progress reports and deficiency notices.

- Sorting, stuffing and mailing is strictly a clerical/secretarial function.
- Conferences with students regarding progress reports is a school staff function including guidance personnel.
- Hire a person on a temporary basis to handle sorting, stuffing and mailing.
- Use a team approach of teachers and staff to do sorting, stuffing and mailing. Serve a complementary breakfast as a special treat.

C Maintaining permanent records and handling transcripts.

- Posting of grades and test labels is a clerical duty.
- Hire part-time help to work a certain number of hours per week if a full-time person is not available.

D. Monitoring attendance.

- Accounting for daily attendance is not a counseling function.
- It is appropriate for counselors to see students who have chronic attendance problems.
- Look into the possibility of using computer attendance software packages. There are many excellent packages available.

E. Calculation of grade point average (GPA), class rank or honor roll.

- These activities can best be handled by the utilization of a computer. Many excellent and economical software programs are available which will streamline this function.

F. Developing and updating student handbook.

- This is an administrators function and should be carried out by the principal or assistant principal.

G. Developing and updating course guides.

- Curriculum committees should be initiated by school administration.

- Department chairpersons (teaching staff) have the responsibility for developing course descriptions and outlines.

- Consolidation into a final format is a clerical responsibility.

H. Schedule changes and related paperwork.

- Consultation with students regarding scheduling or schedule changes is viewed as a guidance function.

- The related paperwork in terms of class balance, schedule cards, etc. is a clerical function and is not the responsibility of guidance personnel.

Summary - If full-time clerical assistance is not available, planning should take into consideration the hiring of part-time clerical-secretarial help at key times during the school year. The vast array of computer software now available can be of great assistance in a variety of areas, i.e. - scheduling, GPA, class rank, honor roll, grade labels, address labels, etc.

Special Programs and Services -

A. Class, club and special program sponsorship.

- Sponsorship of these activities are school staff functions usually done on a volunteer basis.
- Counselors should not be expected to assume anymore responsibility for these programs than any other person on the staff.
- In the case of programs such as the Missouri Scholars' Academy, this is the responsibility of administrative personnel or a committee of teachers.

B. Coordination and administration of school testing programs including individual testings.

- The overall coordination and administration of the school testing programs is the responsibility of the administration.
- Teachers and counselors working together help in this process.
- Counselors assist in the interpretation of test data to teachers, administrators, parents and the community.
- Counselors use test data in their work with students to help them monitor and manage their learning including their personal and career development.
- Where possible, individual testing is done by school psychometrists or persons specifically hired and qualified to do this task.
- The use of such data with students and parents is a counselor function.

C Responsible for Individual Education Plans (IEP).

- Counselors are involved in the diagnostic aspects of the I.E.P. They are not responsible for the development and implementation of the I.E.P. or the Individualized Vocational Education Plan (I.V.E.P.).

- Counselors do take part in staffings and conferences when appropriate.

Administrative Duties -

A. Master schedule development.

- This is an administrative function. Administrators should seek input from guidance personnel as they plan and develop the master schedule. Note: The planning and development of a master schedule is not included as a part of a counselor's training.

B. Principal of the day.

- The counselor should not be put into the role of acting principal.

- Hire retired school administrators.

- Assign the responsibility to other teachers who have administrative certification.

- Call on superintendents or other central office administrators to act as "principal for the day".

C Discipline.

- Carrying out disciplinary actions is an administrative function.

- Assessing consequences for student action is not a guidance function.

D. Schedule Changes.

- Students who desire or need to have schedules revised are encouraged to first discuss the changes with the counselor. The mechanics related to this process should be handled through administrative channels. Much of the process is clerical in nature. It is the responsibility of the administration to see that class size is appropriate, and that sufficient staff is available to accommodate student needs.

Technical Assistance

Because the implementation process is complex, local schools may wish to call on the Missouri Department of Elementary and Secondary Education Guidance and Vocational/Special Section for assistance. In addition, local schools may wish to contact the counselor education department at a nearby university for help. Also, the expertise of resource persons from the field test sites is available.

An informative video tape, "Missouri Comprehensive Guidance," is available through the Missouri Department of Elementary and Secondary Education.

SECTION IV

INVOLVING OTHERS

SECTION IV

INVOLVING OTHERS

Involving Administrators

It is the responsibility of the administration to be informed about the Missouri Comprehensive Guidance Program Model and to approve and support the local plan to implement the model. The administration should make sure adequate time is provided for counselors to inform the school staff about the Comprehensive Guidance Program. The administration should also provide the means for counselors to inform local patrons about the Comprehensive Guidance Program and how it will be implemented.

In addition, the following kinds of administrative support are needed:

1. Commitment to staff: The administration should provide written and verbal support of the guidance program to building-level staff.
2. Time: The administration should provide counselors time to implement the guidance program. This will generally entail the deleting of non-guidance duties that have been assigned to the counselor.
3. Facilities: The administration should make available appropriate facilities to implement the guidance program, considering that individual and group counseling as well as guidance learning activities are involved.
4. Budget: The administration should provide an adequate budget that allows for the purchase of resources to implement the guidance program.
5. Performance-based evaluation: It is the responsibility of the administration to supervise and evaluate each counselor on the local performance-based counselor evaluation form. (See Section V of the Manual).

NOTE: **The Model Guidance Program meets the standards for Guidance as outlined in Section 5 of the Process Standards and Indicators for the Missouri School Improvement Program.**

6. Program evaluation: It is the responsibility of the administration working with counselors to evaluate the guidance program. This entails reviewing the ten components of the program. (See Section V of the Manual).

Involving Teachers

It is important that all teachers be informed about the Comprehensive Guidance Program. A minimum of one inservice per year should be conducted to help teachers understand their role. Teachers should be given the opportunity to volunteer to actively participate in program planning and implementation.

Counselors and teachers should jointly plan the delivery of guidance learning activities. Guidance learning activities need to be presented in appropriate content areas. Teachers should help decide when these units will be presented. The number of students served in a particular subject area is a consideration.

Details of the implementation of guidance learning activities will be determined by the counselors and teachers involved. **Whenever possible, teachers should take part in the presentation and evaluation of the guidance learning activities.** Here are some methods for involving teachers:

1. Present the competencies to be addressed and relate them to the subject matter areas.
2. Identify stated student needs as perceived by teachers and develop appropriate guidance learning-activities units.
3. Suggest that guidance learning activities are available in particular subject matter areas, and work with teachers to schedule them for classroom presentations.
4. Be visible and involved with the teaching staff.
5. Provide recognition to teachers for "things well done".
6. Recognize teacher participation in the guidance program.
7. Schedule guidance learning-activities in advance.
8. Share information about the guidance program through calendars or newsletters.
9. Be a salesperson; any program needs selling
10. Coordinate core competencies and key skills for the MMAT with counselor activities.

SECTION V

EVALUATING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

SECTION V

SECTION V

EVALUATING THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM MODEL

There are three sections of the evaluation component of the Missouri Comprehensive Guidance Program Model. These include, personnel evaluation, program evaluation and student outcome evaluation.

Personnel Evaluation

Job Description

In establishing a performance-based evaluation system for school counselors, the first step is to establish a written job description based on the Missouri Comprehensive Guidance Program Model structure. One job description should be developed for counselors at the elementary, middle/junior high school, the senior high and area vocational technical school levels. Example job descriptions for counselors can be found in the appendix on pages 97-105.

Counselor Performance Based Evaluation

Using the counselor job description as a guide, a performance-based evaluation system needs to be implemented. For each area of responsibility; guidance curriculum, individual planning, responsive services, system support, professional and interpersonal relationships, and professional responsibilities, the standards of performance have been described, ranging from unsatisfactory to exemplary in observable and measurable terms. The usefulness of this type of evaluation instrument goes beyond making a judgment about past performance. It also helps target future directions and goals. A suggested Counselor Performance-Based Evaluation can be found on page 106 of the appendix.

Program Evaluation

Program evaluation involves the establishment of program standards and indicators. The six structural components and the four programmatic components become the program standards. Indicators that describe the nature and substance of these standards need to be developed in order to determine the full scope and effect of the program. The format in the appendix on pages 135-144 can be used as a self study instrument, or it can be used by outside evaluators.

Student Outcome Evaluation

Student outcome evaluation measures the impact of the program on students and how well they achieve the competencies. This is a critical component and needs to be developed as the program is being implemented. There are a variety of ways that may be considered to measure competency attainment, i.e., case study, teacher observation and achievement testing are a few. As districts implement the model, counselors and counselor educators throughout the state will study these processes in order to develop a data array approach for evaluation. Work is continuing regarding this process.

APPENDIX

INDIVIDUAL PLANNING ACTIVITY OUTLINE

The individual planning activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District____

Project Director________________________________Phone___/___/____

I. Monthly and Yearly Calendar for major activities
List major activities for System Support on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

A. Major activity
B. Grade level
C. Number of students served
D. Resources needed
E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
G. Method of documentation or evaluation
H. Evaluation of results, outcomes, or documentation

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District____________________________________Date____________

Project Director___________________________________Phone___/___/___

I. Major Activity
Date of Activity: ____________

____

____

____

II. Grade Level:____

III. Number of students served:___________________________

IV. Resources Needed:___________________________________

____

____

V. Time Line: (from master calendar)_______________________

____

____

____

VI. Amount of Time Spent:_________________________________

____

VII. Method of documentation or evaluation:____________________

____

VIII. Evaluation of results, outcomes, or documentation:__________

____

____

____

INDIVIDUAL PLANNING ACTIVITY OUTLINE

The individual planning activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District Somewhere School District

Project Director John Doe Phone 000 / 000 / 000

I. Monthly and Yearly Calendar for major activities
List major activities for Individual Planning on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

A. Major activity
B. Grade level
C. Number of students served
D. Resources needed
E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
G. Method of documentation or evaluation
H. Evaluation of results, outcomes, or documentation

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District Somewhere School District Date Someday/Sometime

Project Director Joe Smith Phone 000/000/000

I. Major Activity
Date of Activity: January 1990

Administration and interpretation of the "You Profile" for individual career exploration.

II. Grade Level: 6

III. Number of students served: 60

IV. Resources Needed: Copies of the "You Profile" and "Career Survey" forms for each student. Information on careers categorized by Holland's six groups.

V. Time Line: (from master calendar) The week of Oct. 5, the "You Profile" will be administered and scored in class. The week of Oct. 12, the students in groups of 5-10 will be brought to the guidance office to complete a "Career Survey" form and research their areas of career interests. Their completed reports will be added to their advisory folder.

VI. Amount of Time Spent: Two hours of counselor's time in the classes; approximately twenty hours of counselor's time with the small group.

VII. Method of documentation or evaluation: The completed "You Profile" and "Career Survey" forms are the documentation.

VIII. Evaluation of results, outcomes, or documentation: All students will have added the "you Profile" and the "Career Survey" to their advisory folders.

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District Somewhere School District Date Someday/Sometime

Project Director Jane Doe Phone 000 /000 /000

I. Major Activity
Date of Activity: January 1990

The counselor will organize a field trip for interested 8th graders to visit the area vocational high school.

II. Grade Level: 8

III. Number of students served: Approximately 60 students

IV. Resources Needed: Brochures describing the technical school programs, parent permission forms, bus transportation and technical school enrollment forms.

V. Time Line: (from master calendar) Feb. 1-visit each 8th grade science class to describe the vocational technical high school and distribute parent permission forms for students interested in visiting the school. Feb. 14-take field trip to the vocational technical high school. Feb. 16-hold an evening information meeting for parents. Feb.-18(during registration)assist individual students in completing the enrollment form for the school. Mar. 7-deadline for the forms to be returned with parent signature.

VI. Amount of Time Spent: 30 hours of counselor's time

VII. Method of documentation or evaluation: The completed parent permission forms and enrollment forms are the documentation.

VIII. Evaluation of results, outcomes, or documentation: A number of students will visit the vocational technical high school and interested students will complete the enrollment forms and will be accepted into the vocational technical high school program.

INDIVIDUAL PLANNING ACTIVITY FORMAT
(INDIVIDUAL PLANNING COMPONENT)

School District Somewhere School District Date Someday/Sometime

Project Director John Doe Phone 000/000/000

I. Major Activity
Date of Activity: January 1990

Counselors work with 9th grade classes to guide them in setting up their schedules for the next year. A large group, small group, individual conference and an evening parent meeting are held.

II. Grade Level: 9

III. Number of students served: 340

IV. Resources Needed: Course descriptions, graduation requirements, enrollment forms, parent letters.

V. Time Line: (from master calendar) Feb. 1 - mailing to parents announcing scheduling, parent meeting instructing them on how to assist their children in selecting courses. Feb. 8 - parent meeting to educate parents about course options, answer specific questions. Feb.9, 10 - counselor orient students and hand out course listings. Feb. 11, 12, 15, 16, 17 - counselor meets with groups of students to assist them in filling out forms, counselor checks over individual forms. Feb. 18,19-individual conferences with students who have problems.

VI. Amount of Time Spent: 3 wk time period, 40 counselor hours, 5-10 secretarial hours.

VII. Method of documentation or evaluation: The completeld sophomore pre-enrollment forms are the documentation

VIII. Evaluation of results, outcomes, or documentation: All 9th graders complete a general four-year plan and a specific sophomore schedule.

RESPONSIVE SERVICES ACTIVITY OUTLINE

The responsive services activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District____

Project Director_____________________________Phone____/____/____

I. List sessions for individuals and groups on appropriate calendar (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which will include:

  A. Major Activity

  B. Purpose of session

  C. Number served

  D. Amount of time spent

  E. Resources needed

  F. Comments or observations

NOTE: Complete the Responsive Services Form only in the instance of a major activity.

1. EXAMPLE OF A MAJOR ACTIVITY: Teacher Consultation - List all teacher consultations planned during the school year under this major activity on a single form. Include total amount of time spent on all conferences and number served.

2. PERSONAL COUNSELING: Use a Responsive Services Activity Format sheet when blocks of time are set aside for individual or group counseling session (substance abuse, failing grades). It is not necessary to have a sheet for each individual session.

RESPONSIVE SERVICES ACTIVITY FORMAT
(RESPONSIVE SERVICES COMPONENT)

School District____

Project Director____________________________Phone____/____/____

I. Major Activity
Date of Activity:____________

____

____

____

II. Purpose of Session:_______________________________________

____

III. Number Served:____

____

IV. Amount of time spent:____________________________________

____

V. Resources needed:____

____

VI. Comments or observations:__________________________________

____

____

RESPONSIVE SERVICES ACTIVITY OUTLINE

The responsive services activity outline and format that follows may be used to assist counselors in planning and developing various activities within the individual planning component.

School District Somewhere School District

Project Director John Doe Phone 000 /000 / 000

I. List sessions for individuals and groups on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

- A. Major Activity
- B. Purpose of session
- C Number served
- D. Amount of time spent
- E Resources needed
- F. Comments or observations

NOTE: Complete the Responsive Services Form only in the instance of a major activity.

1. EXAMPLE OF A MAJOR ACTIVITY: Teacher Consultation - List all teacher consultations planned during the school year under this major activity on a single form. Include total amount of time spent on all conferences and number served.

2. PERSONAL COUNSELING: Use a Responsive Services Activity Format sheet when blocks of time are set aside for individual or group counseling session (substance abuse, failing grades). It is not necessary to have a sheet for each individual session.

RESPONSIVE SERVICES ACTIVITY FORMAT
(RESPONSIVE SERVICES COMPONENT)

School District Somewhere School District

Project Director John Doe Phone 000/ 000 /000

I. Major Activity
Date of Activity: January 1990

Small group weekly counseling sessions with selected 3rd graders

II. Purpose of Session: To give students opportunities to vent frustrations involved in academic work, and support each other in maintaining the motivation to be successful.

III. Number Served: Groups of 6 or 7 with rotating membership depending on individual need.

IV. Amount of time spent: 1/2 hour per week, plus occasional planning time.

V. Resources needed: Counselor, occasional activities such as filmstrips to use as discussion starters.

VI. Comments or observations: This activity depends upon maintaining close contact with classroom teachers to monitor individual progress & develop issues for group discussion.

SYSTEM SUPPORT ACTIVITY OUTLINE

The system support activity outline and format that follows may be used to assist counselors in planning and developing or auditing activities within the system support component.

School District____

Project Director____________________________Phone___/___/___

I. Monthly and Yearly Calendar for major activities
List major activities for System Support on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities a set of information on each activity will be provided, which includes:

- A. Major activity
- B. Grade level (if appropriate)
- C. Number of students served
- D. Resources needed
- E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
- F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
- G. Method of documentation or evaluation
- H. Evaluation of results, outcomes, or documentation

III. Professional Activities
Include involvement with professional organizations and other professional activities on appropriate calendar. (See Appendix, page 92).

- A. Workshops attended
    1. Name of workshop
    2. Purpose

- B. Summer institutes

- C. Other professional activities

SYSTEM SUPPORT ACTIVITY FORM
(SYSTEM SUPPORT COMPONENT)

School District__________________________________Date____________

Person Completing Form________________________Phone___/___/___

I. Major Activity
Date of Activity: ____________

____

____

____

II. Grade Level:____

III. Number of students served:____________________________

IV. Resources Needed:______________________________________

____

____

V. Time Line: (from master calendar)________________________

____

VI. Amount of Time Spent:__________________________________

____

VII. Method of documentation or evaluation:__________________

____

VIII. Program evaluation of results, outcomes, or documentation:

____

____

SYSTEM SUPPORT ACTIVITY OUTLINE

The system support activity outline and format that follows may be used to assist counselors in planning and developing or auditing activities within the system support component.

School District Somewhere School District

Person Completing Form John Doe Phone 000 / 000 / 000

I. List major activities for Individual Planning Component on appropriate calendar. (See Appendix, page 92).

II. Activity Format
From calendar's major activities, a set of information on each activity will be provided, which includes:

- A. Major activity
- B. Grade level (if appropriate)
- C. Number of students served
- D. Resources needed
- E. Time line (from calendar: one week in October, January through March, one day per week in April, etc.)
- F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
- G. Method of documentation or evaluation
- H. Evaluation of results, outcomes, or documentation

III. Professional Activities
Include involvement with professional organizations and other professional activities on appropriate calendar. (See Appendix, page 92).

- A. Workshops attended
    - 1. Name of workshop
    - 2. Purpose

- B. Summer institutes

- C. Other professional activities

SYSTEM SUPPORT ACTIVITY FORM
(SYSTEM SUPPORT COMPONENT)

School District Somewhere School District Date Someday/Sometime

Person Completing Form John Doe Phone 00 / 000 / 000

I. Major Activity
Date of Activity: January 1990

Attended 2-day conference on self-esteem development

II. Grade Level:

III. Number of students served: total student body

IV. Resources Needed: $250.00 for conference registration fee

V. Time Line: (from master calendar) October 4-5

VI. Amount of Time Spent: 2 work days

VII. Method of documentation or evaluation: conference agenda, hand-outs from presentors, books purchased.

VIII. Evaluation of results, outcomes, or documentation:

Used materials from conference agenda in 6 guidance lessons, provided materials on "Building Self-Esteem in the Classroom" to teachers.

ELEMENTARY (K-3) SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- EXPLORING CAREERS

NEED ITEM
NUMBER

1. I know about different jobs in my community.
2. I know about good work habits.
3. I know some reasons why people work.
4. I know people need to work together.
5. I know some things I like to do.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

11. I know how to work and play with both boys and girls in an activity.
12. I know that boys and girls can do any classroom job.

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME

31. I know about different hobbies, sports, and activities that I can do during my spare time.
32. I know what I like to do for fun.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING MYSELF

6. I understand and can identify a wide variety of feelings (happy, sad and mad).
7. I know how to express those thoughts and feelings that are important to me.
8. I know how to handle my problems or where to get help.
9. I understand my strengths and talents.
10. I understand and like myself.

CATEGORY F--- MAKING DECISIONS

13. I know that I can make choices.
14. I know how to come up with many possible choices to settle a problem.
15. I know how to look at my decisions and how to change poor ones.
16. I know how to accept responsibility for my decisions.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

17. I know how to make and keep friends.
18. I understand that all people are not alike.
19. I know how to get along with both boys and girls.
20. I know how to ask parents, teachers and other adults for help without tattling.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

25. I know what drugs are and what they can do to people.
26. I know how to say "NO" to people who try to get me to use drugs and alcohol.
27. I know how to deal with the consequences of saying "NO" to my friends.
28. I know who to talk to when I need help.

CATEGORY P--- LEARNING ABOUT FAMILY RESPONSIBILITIES

36. I know how to get along with my parents, step-parents or guardians.
37. I know how to get along with my brother, sister, step-brother, or step-sister.
38. I know some things that cause problems in families (moving, divorce, death or unemployment).
39. I know how to find help when my family has problems.
40. I know how to help with family responsibilities.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY J--- IMPROVING STUDY AND BASIC LEARNING SKILLS

21. I know how to get ready for class.
22. I know how to listen.
23. I know how to ask questions.
24. I know how to start and finish my work well.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS ABOUT SCHOOL

29. I know where to go to get help when I have a problem concerning my school.
30. I know what will be expected of me in my school.

CATEGORY O--- PLANNING FOR SCHOOL

33. I know what is expected of me in the next grade.
34. I know how to make choices at school that fit my likes and dislikes.
35. I know that all classes (math, science, reading, etc.) are important in jobs and daily living.

ELEMENTARY (4-6) SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- EXPLORING CAREERS

NEED ITEM
NUMBER

1. I know how to find out more about jobs and careers.
2. I know the importance of good work habits for school and future jobs.
3. I know some reasons why people work.
4. I know that people need to work together.
5. I know some things I like and I can do well.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO SCHOOL AND WORK

11. I know how to handle "kidding" from other students if I am interested in activities usually chosen by the opposite sex.
12. I know that I may choose any job that I like and I can do well.

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME

36. I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING MYSELF

6. I understand how to deal with feelings such as happiness, sadness, and anger.
7. I know how to express those thoughts and feelings that are important to me.
8. I know how to handle my problems or where to get help.
9. I understand my strengths and talents.
10. I understand and accept myself.

CATEGORY F--- MAKING DECISIONS

13. I know what things are important to me.
14. I know how to come up with many possible solutions to a problem.
15. I know how to set goals and make plans.
16. I know how to make good decisions and act on them.
17. I know how to look at my decisions and how to change poor ones.
18. I know how to accept responsibility for my decisions.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

19. I know how to be a good friend.
20. I understand my friends and classmates.
21. I know how to get along with both boys and girls.
22. I understand people who are different from me.
23. I know how to ask parents, teachers and other adults for help.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

30. I know what alcohol and drugs do to a person's body and mind.
31. I know how to say "NO" to people who try to get me to use drugs and alcohol.
32. I know where to get help for myself or a friend who has a problem with drugs and alcohol.

CATEGORY P--- LEARNING ABOUT FAMILY RESPONSIBILITIES

40. I know how to get along with my parents, step-parents or guardians.
41. I know how to get along with my brother, sister, or step-brother, step-sister.
42. I know some things that cause problems in families such as moving, divorce, death or unemployment.
43. I know how to find help when my family has problems.
44. I know how to help with family responsibilities.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY J--- IMPROVING STUDY AND LEARNING SKILLS

24. I know how to organize my time.
25. I know how to listen and ask questions in class.
26. I know how to organize my class and homework materials.
27. I can take good notes.
28. I know how to start and finish my assignments well.
29. I know how to do my best on tests.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS ABOUT MIDDLE/JUNIOR HIGH SCHOOL

33. I understand the challenges I may have in middle/junior high school.
34. I know where to go to get help when I have a problem concerning middle/junior high school.
35. I know what will be expected of me in middle/junior high school.

CATEGORY O--- PLANNING FOR SCHOOL

37. I know what is expected of me in the next grade.
38. I know how to make choices at school that fit my interests and abilities.
39. I know that all classes (math, reading, science, etc.) are important in jobs and daily living.

MIDDLE/JUNIOR HIGH SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- EXPLORING AND PLANNING FOR CAREERS

NEED ITEM
NUMBER

1. I know how to explore careers in which I may be interested.
2. I understand my interests and abilities and how they help me make a career choice.
3. I understand how to prepare for careers in which I may be interested.
4. I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO CLASSES AND JOBS

13. I know how to handle "kidding" from other students if I have an interest in choosing a class usually taken or a job usually filled by the opposite sex.
14. I know how to handle adult disapproval if I have an interest in choosing a class usually taken or a job usually filled by the opposite sex.
15. I know that all classes and jobs are acceptable for females and males.

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME

48. I know about different hobbies, sports, and activities in which I could get involved.
49. I know how to find out which leisure activities are best for me.
50. I know about leisure activities I can do when I am older.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING SELF

5. I understand what is important to me (my values).
6. I have confidence in myself.
7. I can state my own ideas.
8. I understand how my thoughts and feelings affect my behavior.
9. I know how to handle my problems or where to get help.
10. I know what to do when I feel down.
11. I understand the physical, social and emotional changes of growing up.
12. I accept and like myself, both physically and mentally.

CATEGORY F--- MAKING DECISIONS

21. I know how to identify the real problem when I'm worried or upset.
22. I know how to come up with many possible solutions to a problem.
23. I know what is important to me so I can set goals.
24. I know how to make good decisions.
25. I know how to evaluate my decisions and change poor ones.
26. I know how to accept responsibility for my decisions.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

27. I understand my friends and classmates.
28. I know effective ways of communicating feelings and thoughts.
29. I know how to be a good friend.
30. I know how to get along with both boys and girls.
31. I respect other people even though they may be different.
32. I can talk to someone when I need to.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

39. I know what drugs and alcohol do to my body and my mind.
40. I know what the school, police and courts do to students who do drugs and alcohol.

41. I know how to help a friend who has a problem with drugs and alcohol.
42. I know where to get help for myself or a friend who has a problem with drugs or alcohol.
43. I know how to say "NO" when friends or other people try to get me to use drugs or alcohol.
44. I know how the use of drugs and alcohol may affect my relationships with others.

CATEGORY P--- LEARNING ABOUT FAMILY RESPONSIBILITIES

58. I know how to get along with my parents, step-parents or guardians.
59. I know how to get along with my brother, sister, step-brother or step-sister.
60. I know how to help with family responsibilties.
61. I know some things that cause problems in families (moving, divorce, death or unemployment).
62. I know how to find help when my family has problems.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY E--- PREPARATION FOR FINDING JOBS

16. I know how to apply for a job.
17. I know what employers expect of workers.
18. I know how to look for a part-time and summer job.
19. I know what jobs are available locally.
20. I know job interview skills.

CATEGORY J--- IMPROVING STUDY AND LEARNING SKILLS

33. I know how to organize my time.
34. I know how to listen and ask questions in class.
35. I know how to organize my class and homework materials.
36. I can take good notes.
37. I know how to start and finish my assignments well.
38. I know how to do well on tests.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS ABOUT HIGH SCHOOL

45. I understand the challenges students have in high school.
46. I know where to go to get help when I have a problem concerning high school.
47. I know what will be expected of me in high school.

CATEGORY O--- PLANNING FOR SCHOOL AND BEYOND

51. I understand high school credits and graduation requirements.
52. I know how to select high school courses that help meet my needs, interests and career goals.
53. I know how academic skills such as math, reading, and science relate to my career goals.
54. I know how to select middle school extra curricular activities that will meet my interests and future goals.
55. I understand how completing high school will better prepare me for the job market.
56. I understand how completing high school will better prepare me to continue my education (vocational technical education, military, and college).
57. I know the classes offered by my area vocational technical school.

HIGH SCHOOL COMPETENCIES

AREA I- CAREER PLANNING AND EXPLORATION

CATEGORY A--- PLANNING AND DEVELOPING CAREERS

NEED ITEM
NUMBER

1. I know how to develop a career plan.
2. I know about possible careers and the world of work.
3. I know how to explore careers in a specific area in which I am interested.
4. I know how to prepare for careers in which I am interested.
5. I have made plans beyond graduation (job opportunities, training programs, college/vocational technical schools, financial aids, military, etc).
6. I understand my interests and abilities, and how these can help me make a career choice.
7. I know how the place where I live affects job opportunities.

CATEGORY C--- UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

15. I know about jobs that are usually filled by the opposite sex, but are available to both sexes.
16. I can take courses appropriate to my career choice even though most often they are taken by the opposite sex.
17. I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex.
18. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.
19. I know how to get along with members of both sexes on the job.
20. I understand how being male or female affects my career choice.

CATEGORY D--- MAKING DECISIONS ABOUT COLLEGE

21. I know about various colleges and what they offer.
22. I know how to pick a college.
23. I have visited colleges.
24. I know how to choose colleges that would help prepare me for a specific career.
25. I know how to decide on a field of study.
26. I know which majors would prepare me for specific careers, and I know the future of those careers.
27. I know how to obtain scholarship and financial aid information.
28. I know how to find a place to live while attending college.

CATEGORY L--- PLANNING HIGH SCHOOL CLASSES

72. I know the requirements for high school graduation.
73. I know how to select courses that will help me meet my career goals.
74. I know how to select courses that fit both my needs and interests.
75. I can make a plan of high school classes which will be best for me (reviewed and changed as needed).

CATEGORY N--- LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

83. I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports)
84. I know which leisure and recreational activities best fit my interests and needs.
85. I understand how a job affects leisure time.
86. I know how friends can affect my leisure time.

AREA II- KNOWLEDGE OF SELF AND OTHERS

CATEGORY B--- UNDERSTANDING AND ACCEPTING SELF

8. I understand my values.
9. I understand, accept, and like myself.
10. I have confidence in myself.
11. I understand how my feelings affect my behavior.
12. I am able to state my own ideas.

13. I can handle personal difficulties.
14. I can deal with life when I feel down.

CATEGORY H--- UNDERSTANDING AND GETTING ALONG WITH OTHERS

48. I can understand others.
49. I can get along with my family.
50. I know good ways of communicating feelings.
51. I can develop close and lasting friendships.
52. I can accept others as well as be accepted by them.
53. I respect other people whose views differ from mine.
54. I can talk to someone when I need help.

CATEGORY K--- KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

67. I know the physical and mental effects of drugs and alcohol.
68. I know the penalties of drug and alcohol use.
69. I know how to help a friend who has a problem with drugs or alcohol.
70. I know where to find help for alcohol or drug problems.
71. I can handle pressure from my friends related to the use of drugs and alcohol.

CATEGORY P--- LEARNING ABOUT MARRIAGE AND FAMILY RESPONSIBILITIES*

93. I know important things to consider when choosing a wife or husband.
94. I know about things that often cause difficulties in a marriage.
95. I know some things that make a marriage work.
96. I know how children affect a marriage.
97. I know about the kinds of decisions and difficulties I will face as a parent.
98. I know about the causes and results of divorce.

*This category is generally addressed in other curricular areas and assistance may be provided by the counseling staff.

AREA III- EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY E--- PREPARATION FOR FINDING JOBS

29. I know what employers expect of applicants and employees.
30. I can complete application forms properly.
31. I know what to do during a job interview.
32. I can develop a resume (personal information sheet for employers).
33. I know where and how to start looking for a job.

CATEGORY F--- MAKING DECISIONS

34. I know what my goals are and the value of these goals.
35. I can make decisions.
36. I can evaluate or judge decisions I have already made.
37. I can follow through on good decisions and can change poor decisions.
38. I know how to get along in a changing world.
39. I can identify the real problem when I have difficulties.
40. I can come up with many possible solutions to a problem.

CATEGORY G--- LEARNING CONSUMER AND HOMEOWNER SKILLS*

41. I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.).
42. I know about the kinds of daily expenses that I will face in life.
43. I understand credit purchases and installment buying.
44. I know how to budget, spend, and invest my money wisely.
45. I have increased my knowledge about such items as cars, stereo systems, and appliances.
46. I know and understand the necessary steps in renting or buying a home.
47. I know how to use common hand tools to build or repair things.

*Although this category appears on the needs survey, its purpose is data collection for building wide planning and is addressed in other curricular areas.

CATEGORY I--- FINDING JOBS

55. I know what jobs are available locally.
56. I know how to find part-time work and summer work.
57. I know how to find a full-time job after graduation.
58. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs.
59. I know which persons and which agencies will help me find a job.
60. I know the benefits, working conditions, and opportunities for advancement in jobs.

CATEGORY J--- IMPROVING BASIC SKILLS AND STUDY/ LEARNING SKILLS

61. I know how to improve my writing, reading, speaking, listening, and math skills.
62. I can complete the tasks and projects which I start.
63. I know how to improve my test-taking skills.
64. I know how to develop learning habits and skills that I can use throughout life.
65. I know how to study and how to get the most out of my study time.
66. I know how to take notes.

CATEGORY M--- LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED

76. I know what jobs graduates found and where.
77. I know the problems graduates had in finding jobs.

CATEGORY O--- VOCATIONAL SELECTION AND TRAINING

78. I have visited vocational programs before enrollment.
79. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my high school.
80. I know how basic skills (math, reading, etc.) relate to my vocational goals.
81. I know my strongest vocational interests, aptitudes, and abilities.
82. I have received assistance in enrolling in a vocational program in which I have interests, aptitudes, and abilities.
83. I know the job opportunities available to those who complete area vocational school training.

ELEMENTARY SCHOOL (4-6)
NEEDS ASSESSMENT TABLE

GRADE 4 GRADE 5 GRADE 6 SUM OF RANKS ACROSS GRADE LEVELS
(GROUP RANKS)

A____

B____

C____

D____

E____

F____

G____

H____

I____

J____

K____

L____

M____

N____

O____

P____

TOP 2 CATEGORIES IN EACH AREA

AREA 1 AREA 2 AREA 3

1____

____

2____

____

MIDDLE/JUNIOR HIGH SCHOOL (6-9)
NEEDS ASSESSMENT TABLE

GRADE 6 (GROUP RANKS) GRADE 7 GRADE 8 GRADE 9 SUM OF RANKS ACROSS GRADE LEVELS.

A____

B____

C____

D____

E____

F____

G____

H____

I____

J____

K____

L____

M____

N____

O____

P____

TOP 2 CATEGORIES IN EACH AREA

AREA 1 AREA 2 AREA 3

1____

____

2____

____

NEEDS ASSESSMENT TABLE

	GRADE 9 (GROUP RANKS)	GRADE 10	GRADE 11	GRADE 12	SUM OF RANKS ACROSS GRADE LEVELS.
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					
N					
O					
P					

TOP 2 CATEGORIES IN EACH AREA

	AREA 1	AREA 2	AREA 3
1			
2			

TOP CATEGORIES PER AREA WORKSHEET

Directions: Take the highest ranked needs in each area. Use professional judgment, plus that of administrators and the advisory committee. Look at the amount of time budgeted to spend on the curriculum. Study the amount of time that each activity takes and make the decisions as to how many competencies can be covered.

Area I **Career Planning and Exploration**	**Area II** **Knowledge of Self and Others**	**Area III** **Education and Vocational Development**
Category____	Category____	Category____
Competencies	Competencies	Competencies
______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________
Category____	Category____	Category____
Competencies	Competencies	Competencies
______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________

Note: Competencies need to be selected from the Needs Survey as well as from other district data sources. The competencies need to be balanced between the three areas. The Advisory Council should assist in making the decision regarding competencies selected. Generally, a school could expect to address approximately 15-20 competencies to fit the time allotment.

COMPETENCY WORKSHEET

Directions: Choose competencies to address the top five categories

Category 1____

Competency

a.____

b.____

c.____

d.____

e.____

Category 2____

Competency

a.____

b.____

c.____

d.____

e.____

Category 3____

Competency

a.____

b.____

c.____

d.____

e.____

Category 4____

Competency
a.____

b.____

c.____

d.____

e.____

Category 5____

Competency
a.____

b.____

c.____

d.____

e.____

TIME AND TASK ANALYSIS FORM
15 MINUTE INTERVALS

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
EXAMPLES OF ACTIVITIES	CLASSROOM ACTIVITIES,GROUP ACTIVITIES	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	CONSULTATION, PERSONAL COUNSELING SMALL GROUPS, INDIVIDUAL COUNSELING, CRISES COUNSELING, REFERRAL	RESEARCH, STAFF/COMMUNITY DEVELOPMENT, PROFESSIONAL DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S, FIGURING CLASS RANK
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
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8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
Daily Blocks:					
Grand Total (Total Blocks):					
Daily Percentage:					
Grand Total (Daily Percentage):					

TIME AND TASK ANALYSIS FORM
30 MINUTE INTERVALS

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
EXAMPLES OF ACTIVITIES	CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	CONSULTATION, PERSONAL COUNSELING,SMALL GROUPS, INDIVIDUAL COUNSELING, CRISES COUNSELING,REFERRAL	RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, PROFESSIONAL DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S, FIGURING CLASS RANK
7:00 - 7:30					
7:30 - 8:00					
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7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
Daily Blocks:					
Grand Total (Total Blocks):					
Daily Percentage:					
Grand Total (Daily Percentage):					

COUNSELORS TWO WEEK CALENDAR

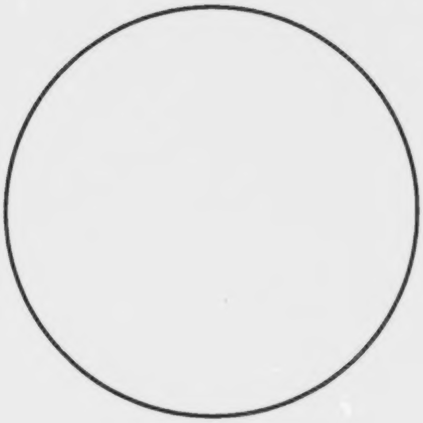
WEEK I	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. M.					
P. M.					
AFTER SCHOOL					
WEEK II	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. M.					
P. M.					
AFTER SCHOOL					

Total Times Curriculum___ Individual Planning___ Responsive Services___ System Support___ Non-Guidance___
% of Time Curriculum___ Individual Planning___ Responsive Services___ System Support___ Non-Guidance___

Monthly and Yearly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

TIME DISTRIBUTION FORM
ELEMENTARY LEVEL



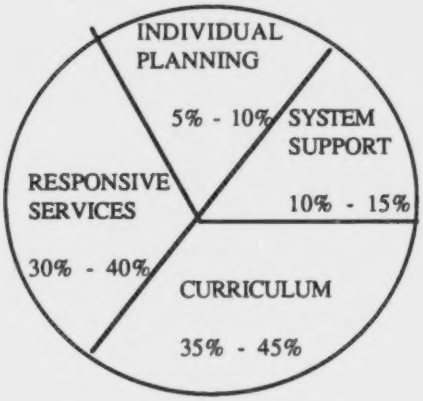
Current District Program Percentages

Current District Program Percentages

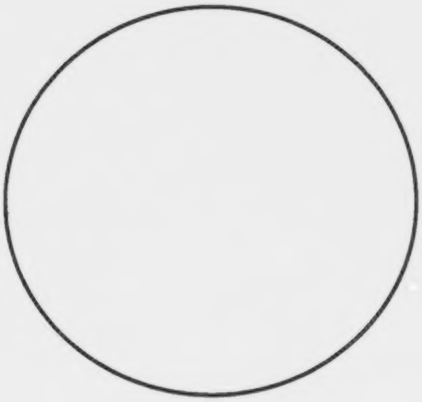
____ guidance curriculum
____ individual planning
____ responsive services
____ system support
____ non-guidance

State-Suggested Percentages

35% - 45% guidance curriculum
5% - 10% individual planning
30% - 40% responsive services
10% - 15% system support
0% non-guidance



State Suggested Percentages

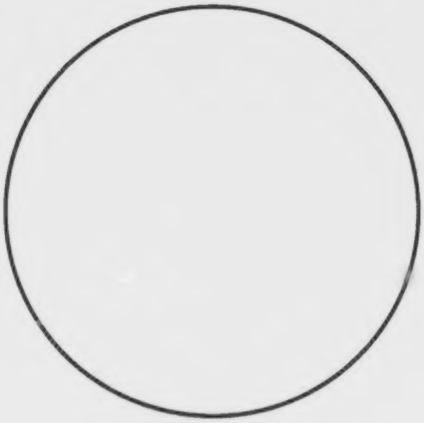


Desired District Program Percentages

Desired District Program Percentages

____ guidance curriculum
____ individual planning
____ responsive services
____ system support

TIME DISTRIBUTION FORM
MIDDLE SCHOOL/JR. HIGH LEVEL



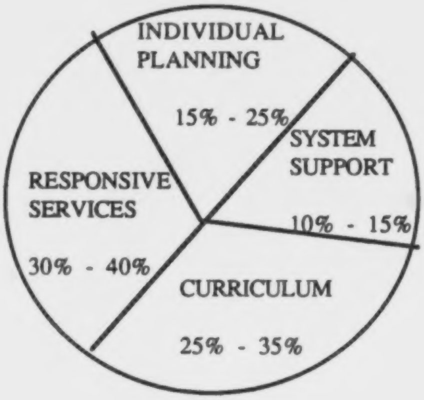
Current District Program Percentages

Current District Program Percentages

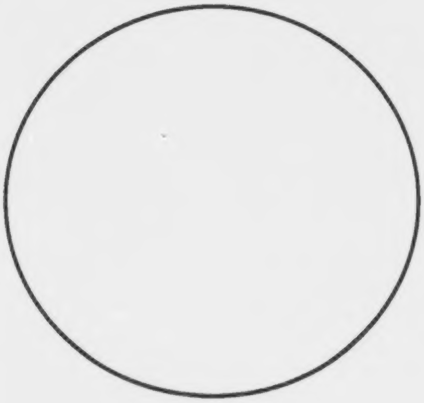
____ guidance curriculum
____ individual planning
____ responsive services
____ system support
____ non-guidance

State-Suggested Percentages

25% - 35%	guidance curriculum
15% - 25%	individual planning
30% - 40%	responsive services
10% - 15%	system support
0%	non-guidance



State Suggested Percentages

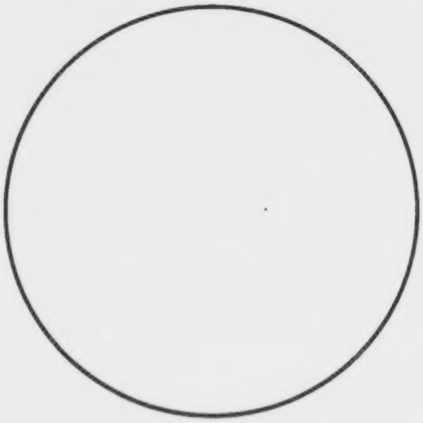


Desired District Program Percentages

Desired District Program Percentages

____ guidance curriculum
____ individual planning
____ responsive services
____ system support

TIME DISTRIBUTION FORM
HIGH SCHOOL LEVEL



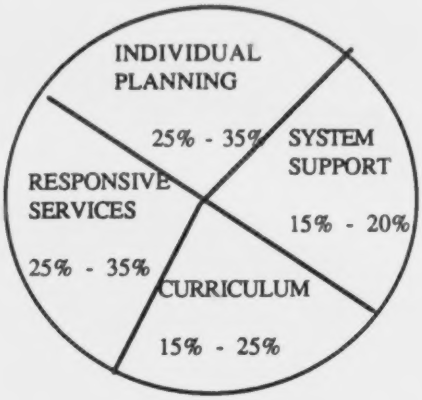
Current District Program Percentages

Current District Program Percentages

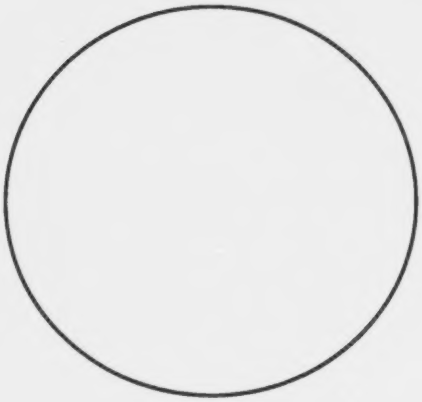
____ guidance curriculum
____ individual planning
____ responsive services
____ system support
____ non-guidance

State-Suggested Percentages

15% - 25% guidance curriculum
25% - 35% individual planning
25% - 35% responsive services
15% - 20% system support
0% non-guidance



State Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

____ guidance curriculum
____ individual planning
____ responsive services
____ system support

A checklist can be utilized as documentation. This can help clarify specific tasks that need to be completed.

DOCUMENTATION FILE CHECKLIST

	In Process	Completed
1. Written definition of philosophy		
2. Board of Education assurances		
3. List of advisory council members		
4. Agenda and minutes of advisory council meetings		
5. Summary of needs assessment data		
6. Categories and competencies based on needs assessment data		
7. Guidance learning activities		
8. Summary sheet of time and task analysis		
9. Time distribution wheel form		
10. Master calendar		

Sample Job Description
Elementary School Counselor

Primary Functions

As a member of the district Guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades K-6. The counselor provides activities to meet the needs of the students, consults with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other elementary educational programs.

Major Job Responsibilities

1. Implement the elementary guidance curriculum.
2. Guide and counsel groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the elementary guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.

2. Guide and counsel groups and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for parents and students; assist students in the transition from elementary to middle/junior high school; inform students and their parents of test results and their implications for educational planning; provide resources and information to assist in career awareness and career exploration activities.

3. Counsel small groups and individual students with problems: Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include self awareness, self identity, academic problems, behavior problems, peer problems, family issues, child abuse and substance abuse.

4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators and community-based psychologists, service agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district testing program.

7. Evaluate and revise the building guidance program: Review periodically with staff and administration the guidance program using the program evaluation self-study; review and modify the program calendar and evaluate guidance learning acitivities.

8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, AACD, MACD, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Time Distribution for Elementary School Counselors

In order to carry out a comprehensive developmental guidance program the following allocations of time are suggested:

Guidance Curriculum	35%-45%
Individual Planning	5%-10%
Responsive Services	30%-40%
System Support	10%-15%
Non-Guidance	0%

Sample Job Description
Middle/Junior High School Counselor

Primary Functions

As a member of the Guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades 6-9. The counselor provides activities to meet the needs of the students, consults with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other middle/junior high school educational programs.

Major Job Responsibilities

1. Implement the middle/junior high school guidance curriculum.
2. Guide and counsel groups of and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the middle/junior high school guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers, consult with and be a resource person for teachers to facilitate the infusion of guidance activities into the regular education curricula.

2. Guide and counsel groups of and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for incoming parents and students; assist students in the transition from middle/junior high school to high school; inform students and parents of test results and their implications for educational and career planning; and provide resources and information to assist in further career awareness and career exploration activities.

3. Counsel small groups and individual students with problems: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the middle/junior high school level may include self awareness, self identity, academic problems,

behavior problems, peer problems, family issues, child abuse, substance abuse, suicide (threats and attempts) and sexuality issues.

4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct/facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinates with in-district and community agencies, such as school pyschologists, nurses, administrators and community-based psychologists, service agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with the various grade levels or instructional departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; and participate with the administration and faculty as a team member in the implementation of the district testing program.

7. Evaluate and revise the building guidance program: Review periodically with staff and administration the guidance program using the program evaluation self study; and review and modify the program calendar and evaluate guidance learning activities.

8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, AACD, MACD, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Time Distribution for Middle/Junior High School Counselors

In order to carry out a comprehensive developmental guidance program the following allocations of time are suggested:

Guidance Curriculum	25%-35%
Individual Planning	15%-25%
Responsive Services	30%-40%
System Support	10%-15%
Non-Guidance	0%

Sample Job Description
High School Counselor

Primary Functions

As a member of the Guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades 9-12. The counselor provides activities to meet the needs of their assigned case-load, consults with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other high school educational programs.

Major Job Responsibilities

1. Implement the high school guidance curriculum.
2. Guide and counsel groups of and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the high school guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.

2. Guide and counsel groups of and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for incoming 9th graders; guide 9th and 10th graders in the updating of their "High School Four Year Plans"; guide 11th and 12th graders to assist them in evaluating their current status and requirements needed for High School graduation; guide 12th graders to help them to develop and take appropriate steps toward implementing their post-high school educational or career plans; assist in pre-registration of students; guide groups of and individual students and their parents in the use of test results and information for education and

career planning; guide all students to develop tentative career/vocational plans through the use of resources in the guidance center such as MOVIEW.

3. Counsel small groups and individual students with problems: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individual or groups of students. Session topics at the high school level may include self concept, academic problems, attendance and behavior problems, peer problems, family issues, child abuse, substance abuse, suicide (threats and attempts), and sexuality issues.

4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; assist families with school related problems.

5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinates with in-district and community agencies, such as school psychologist, nurses, and administrators and community-based psychologists, services agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with the various instructional departments; act as an advocate for groups or individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted educational and special education; and participate with the adminstration and faculty as a team member in the implementation of the district testing program.

7. Evaluate and revise the building guidance program: Review periodically with the staff and administration the guidance program using the program evaluation self study; review and modify the guidance program calendar; evaluate guidance learning activities.

8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, AACD, MACD, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Time Distribution for High School Counselors

In order to carry out a comprehensive, developmental guidance program the following allocations of time are suggested.

Guidance Curriculum	15%-25%
Individual Planning	25%-35%
Responsive Services	25%-35%
System Support	15%-25%
Non-Guidance	0%

Sample Job Description
Area Vocational Technical School Counselor

Primary Functions

As a member of the Guidance department staff, the area vocational technical school counselor is to provide a program which maximizes students' entry into appropriate vocational programs, provide guidance for students while enrolled and ensure appropriate placement of exiting students.

Major Job Responsibilities

1. Manage the guidance and placement program
2. Participate in student recruitment, assessment, orientation, counseling, referral, and placement
3. Coordinate efforts to provide all students with job-seeking and job-retention skills
4. Conduct or coordinate student follow-up.
5. Consult with parents or guardians, teachers and other appropriate personnel as necessary.

Key Duties

1. Manage the guidance and placement program. Maintain an on-going public relations delivery system to promote the benefits of the program; conduct an annual formal evaluation of the objectives, activities, and outcomes of the program; review all materials and policies to ensure that they are free from sex bias, stereotyping, and discrimination.

2. Coordinate the recruitment, orientation and selection procedures: Develop and utilize recruitment and orientation materials; develop and implement strategies for recruiting targeted populations; utilize assessment data and other student information for assistance in appropriate instructional placement through a cooperative effort with sending schools; assist in securing financial aid for eligible students.

3. Address the individual needs of students through appropriate guidance, counseling, assessment, and referral services: Provide individual and group guidance and counseling to assist students in making informed decisions about their occupational or educational futures, personal adjustment, and educational progress; assist students in making occupational/ educational decisions through appropriate testing and assessment; provide referral services to students when their needs are beyond the training and experiences of school personnel; make available and disseminate current resource material for occupational or educational planning.

4. Assist all students in reaching their career and employment goals: Disseminate job opening information including job requirements to students; provide opportunities for student contact with employers; assist students with placement into continuing education; assist students with placement into the military.

5. Provide all students with job-seeking and job-retention skills: Locate potential employers; teach effective interviewing skills, preparation of applications, resumes, and letters of inquiry; help students assess the potential of job opportunities, understand the importance of positive attitude and behavior and effective interpersonal skills, see the need for lifelong learning for career advancements, and be aware of legal rights and responsibilities of employers and employees.

6. Coordinate follow-up studies which comply with federal and state regulations: Coordinate a student post graduate follow-up with input from the employer; disseminate follow-up results.

COUNSELOR PERFORMANCE BASED EVALUATION

During the 1984-85 school year, Missouri's statewide committee on performance based evaluation developed criteria to be used in the evaluation of counselors. These criteria were intended as part of the performance based teacher evaluation process. The specific items identified were initially organized by a state wide committee of school counselors. It was revised in 1989 using the Missouri Comprehensive Program Model Structure.

Because the evaluation criteria for school counselors relate directly to the Comprehensive Guidance Program, it is essential for the evaluator to confer with the counselor early in the school year regarding these criteria.

Included in this package are sample forms which may be used in evaluating counselors. The format is the same as used in teacher evaluation and reflect the criteria identified for counselors. These forms include the following:

*Pre-observation Worksheet
*Formative Observation Form
*Job Target Sheets
*Summative Evaluation Report

FORMATIVE EVALUATION

Three forms or instruments provide the basis for gathering information and setting goals during the formative evaluation phase. These are the Pre-Observation Worksheet, the Formative Observation Form and the Job Target Sheet. Samples of these forms are provided on the following pages.

The Pre-Observation Worksheet is completed prior to the pre-observation conference and discussed with the evaluator during the pre-observation conference. Use of this worksheet provides the evaluator with an understanding of goals and activities prior to the scheduled observation. It it important to note that many criteria relate to the establishment of direction and goals for the counseling guidance program. It is suggested that evaluators confer with counselors early in the year to discuss the goals established for this program. This may be accomplished during the pre-observation conference prior to a scheduled observation.

During the observation, the evaluator takes sequential notes, recording specifically the activities, events and relevant statements observed. From these notes the evaluator completes the Formative Observation Form. This instrument allows the evaluator to record pertinent information about performance criteria in a useful and logical manner. The Formative Observation Form is completed following both scheduled and unscheduled observations.

The Job Target Sheet assists in the attainment of identified goals. To complete the Job Target, the performance area and the specific criterion statement for the desired objective should be identified. Then the desired improvement objective should be stated in terms similar to the descriptor(s) for that criterion. The procedures for achieving the objective should include the activities and responsibilities of both the counselor or librarian and evaluator. The appraisal method and target dates describe the means by which the evaluator will determine if the objective has been accomplished and the schedule for that accomplishment.

PRE-OBSERVATION WORKSHEET
COUNSELOR

Counselor ________________ Date ________________

School ________________ Period/Time ________________

Counselor completes this form and discusses content with administrator prior to scheduled observation.

1. What will be accomplished during this observation time?

2. Which of the Comprehensive Guidance program components (Guidance Curriculum, Individual Planning, Responsive Services, System Support) will be addressed?

3. What specific activities will take place?

4. Are there any special circumstances of which the evaluator should be aware?

Notes:

Notes:

Counselor's Signature/Date ________________ Evaluator's Signature/Date ________________

(Signatures simply imply that information has been discussed.)

FORMATIVE OBSERVATION FORM

Counselor	Date	School
Time Entered	Time Leaving	Observer

Performance Areas:

1. Implements the Guidance Curriculum component through effective instructional skills and the careful planning of group sessions for students. (classroom activities, group activities)
2. Implements the Individual Planning component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.).
3. Implements the Responsive Services component (consultation, personal counseling, crisis counseling and referral skills).
4. Implements the System Support component through effective program monitoring and management.
5. Establishes effective professional relationships.
6. Fulfills professional responsibilities.

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

JOB TARGET SHEET

Counselor	Date	School

1. Performance Area:

2. *Criterion:

3. Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)

4. Procedures for Achieving Objective(s): (Explanation of counselor and administrator responsibilities)

5. Appraisal Method and Target Dates:

6. Counselor's Comments:

7. Evaluator's Comments:

Counselor's Signature/Date	Evaluator's Signature/Date

Date Objective Achieved:

Counselor's Signature/Date	Evaluator's Signature/Date

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

SUGGESTIONS FOR WRITING JOB TARGETS

Counselor	Date	School

1. **Performance Area:**
   State here the performance area.

2. ***Criterion:**
   State a specific criterion such as, "selection of individual planning activities consistent with identified student needs."

3. **Improvement Objective(s): (Applicable descriptors and/or definable deficiencies)**
   State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.

4. **Procedures for achieving objective(s): (Explanation of counselor and administrator responsibilities)**
   Provide specific statements which describe what the counselor is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.

5. **Appraisal Method and Target Dates:**
   How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?

6. **Counselor's Comments:**
   Provide the counselor with the opportunity to share his/her thoughts.

7. **Evaluator's Comments:**
   Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.

Counselor's Signature/Date	Evaluator's Signature/Date

Date Objective Achieved:____________________________

Counselor's Signature	Evaluator's Signature

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

SUMMATIVE EVALUATION REPORT FOR COUNSELORS

The Summative Evaluation Report provides a means of synthesizing information obtained during the Formative Evaluation phase. A sample of the suggested Summative Evaluation Report is provided on the following pages. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the counselor during the formative phase. The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating for that criterion and focus attention on that performance level.

The Performance Expecation column represents the level of performance expected of effective counselors. This is the level toward which all should strive. The next column to the right ("In Addition to Performance Expectation") represents exemplary performance and would be typical of only a small percentage of the ratings given. This column should be used with prudence, so that the frequency with which it is used does not dilute the significance of the Performance Expectation column.

A rating below Performance Expectation should have been preceded by efforts to improve that performance through the use of Job Targets. A rating below Performance Evaluation means the counselor is not meeting that criterion at an acceptable level, and appropriate plans for improvement should be continued.

PERFORMANCE BASED EVALUATION FOR COUNSELORS:

PERFORMANCE AREAS AND CRITERIA

Performance Area I

Implements the Guidance Curriculum Component through effective instructional skills and the careful planning of group sessions for students (classroom activities, group activities, etc.), including:

a. effective use of instructional techniques
b. effective use of guidance learning activities
c. active involvement of students in learning
d. selection of competencies consistent with identified student needs
e. evidence of student competency attainment

Performance Area II

Implements the Individual Planning Component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.), including:

a. careful planning for sessions
b. presentation of accurate, relevant, unbiased information
c. involvement of students in personalized educational and career planning
d. accurate and appropriate test interpretation
e. selection of individual planning activities consistent with identified student needs

Performance Area III

Implements Responsive Services Component (consultation, personal counseling, crisis counseling and referral skills), including:

a. appropriate identification of problems and issues to be resolved

b. selection of counseling, consulting and referral interventions appropriate to students' problems and circumstances
c. demonstration of well-planned and goal-oriented sessions
d. use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities
e. active involvement of students in the counseling, consulting and referral process
f. provides timely follow-up
g. provision of services consistent with identified student needs

Performance Area IV

Implements the System Support Component through effective program monitoring and management, including:

a. providing a comprehensive and balanced guidance program
b. selecting program activities which meet identified, student needs and are consistent with building and district goals
c. collecting evidence that students achieve meaninful outcomes from program activities
d. operating within established procedures, policies and priorities
e. contributing to organizational solutions outside of assigned responsibilities
f. implementing programs which explain the school guidance program
g. attending to ideas and concerns expressed regarding the guidance program
h. providing necessary support for other school programs

Performance Area V

Establishes effective professional and interpersonal relationships including:

a. demonstrates positive interpersonal relationships with students
b. demonstrates positive interpersonal relationships with educational staff

c. demonstrates positive interpersonal relationships with parents/patrons

Performance Area VI

Fulfills professional responsible including:

a. participates in professional growth activities
b. follows the policies, procedures, and directives of the school district
c. maintains professional and responsible work habits
d. practices according to ethical standards and legal guidelines

PERFORMANCE AREAS AND CRITERIA

The following is not meant to be all-inclusive nor are all items necessarily mutually exclusive. It should not be used as a checklist, but rather it is intended to make the school counselor's role more tangible in term of the evaluation process.

Performance Area I

Implement Guidance Curriculum Component through the use of effective instructional skills and the careful planning of group sessions for students.

A. Effective use of instructional techniques

1. selects terminal objective
2. weeds out nonessentials
3. instructs at an appropriate level of difficulty
4. selects learning sequence

B. Effective use of guidance learning activities

1. explanation
2. checking for understanding
3. modeling
4. guided practice
5. closure
6. independent practice
7. corrections
8. evaluation

C Active involvement of students in learning

1. varies activities
2. interacts with students in appropriate group formats
3. solicits student participation
4. extends students' responses/contributions
5. secures and maintains students' attention
6. gives clear directions
7. manages students' behavior
8. uses strategies to motivate students for learning

D. Selection of competencies consistent with identified, student needs

  1. implements instruction at appropriate level of difficulty
  2. assesses student needs formally and informally
  3. adheres to district guidance scope and sequence and curriculum

Performance Area II

Implements the Individual Planning Component through the effective use of guidance skills (individual appraisal, individual advisement, placement, etc.), including:

A. Careful planning of sessions

  1. effectively uses guidance learning activity design, with expanded use of guided practice
  2. uses variety of guidance techniques
  3. understands/applies theories of vocational choice

B. Presentation of accurate, relevant, unbiased information

  1. presents information so that students can process/internalize it

    a. uses vocabulary appropriate to the students

  2. stresses important points
  3. clarifies students' misunderstanding
  4. identifies, selects, organizes, and makes accessible educational and career information systems; makes information resources available to students
  5. utilizes materials effectively
  6. is knowledgeable abut the range of educational and career alternatives and the value of each of these

C. Involvement of students in personalized educational and career planning

1. helps students establish goals and use planning skills
2. knows students' abilities, achievements, interests, and goals
3. effectively uses consultation skills as needed
4. encourages parental input into student planning
5. correctly assesses students' educational and career aspiration and information needs
6. conducts activities with groups of sizes conducive to ensure effectiveness and efficiency

D. Accurate and appropriate test interpretation

1. provides appropriate information to students, parents, and school staff in timely manner
2. ensures that individuals know how to read reports of interest/use to them
3. strives to guard against the overinterpretation or other inappropriate use of test results data
4. in presenting test results interpretation, attends to the confidential and private nature of individual test information
5. understands/applies basic statistical concepts essential in the use of appraisal instruments and data
6. understands/applies basic concepts and principles of measurement and evaluation
7. processes appraisal data appropriately for use in guidance and counseling

E. Selection of individual planning activities consistent with identified student needs

1. assesses student needs for planning assistance formally and informally
2. presents needs-identification data to reflect data from follow-up studies of former students' actual educatonal and career progress
3. provides information about important dates and tasks to be accomplished
4. adheres to district guidance program framework, time frame and priorities

Performance Area III

Implements Responsive Services Component through effective use of counseling, consultation, and referral skills, including:

A. Appropriate identification of problems/issues to be resolved

1. in counseling, assists students to define their problems
2. in consultation, collaborates with consultee in problem definition
3. in referral, understands and articulates the basis for referral

B. Selection of counseling, consulting or referral interventions appropriate to students' problems and circumstances

1. recognizes own personal/professional limitations and organizes case load appropriately
2. accepts referrals in a competent and professional manner
3. responds appropriately to requests for information

Counseling

1. utilizes a variety of techniques and procedures
2. operates from a consistenly applied and conscious awareness of own theoritcal base
3. is nonjudgmental of students
4. understands the dynamics of individual behavior in the counseling relationship or in a group

Consulting

1. has expertise to share
2. shares information
3. in problem specification, gathers as much information as needed to consult effectively and efficiently
4. in goal setting, understands consultees' responsibilities and goals
5. establishes credibility by being able to suggest a variety of options, alternatives, resources, or strategies

6. coordinates the development and implementation of the consultees' behavioral plan of action

Referral process: problem specification, evaluation of need for referral, resource identification, referral and follow-up.

1. is knowledgeable about sources for referral
2. seeks out referral sources
3. conducts adequate research about referral sources
4. refers at appropriate time in helping process

C. Demonstration of well-planned and goal-oriented sessions

1. sessions are effective: objectives are established and attained
2. sessions are efficient: objectives are the focus of the sessions; however, sensitivity to divergent needs of the group/individual is imperative

D. Use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities

1. discerns when individual or group counseling would be most facilitative to the problem presented by the counselees
2. uses group counseling when it is determined to be more or as effective as individual counseling
3. structures specialized groups as to topic and purpose as well as membership composition
4. displays working knowledge of developmental tasks and coping behaviors of different age levels and the skills to use group techniques appropriate for client level

E. Active involvement of students in the counseling, consulting and referral process

Counseling

1. counseling results in students' acting to solve problems
2. holds student-oriented sessions
3. allows students to speak freely about problems
4. assists students in exploration of affect

5. assists students in goal setting
6. assists students in establishing a concrete, behavioral plan aimed at problem resolution
7. avoids premature advice or superficial reassurance
8. listens effectively

Consulting

1. consulting results in consultee acting to solve problem
2. encourages input from consultee
3. facilitates communication between participants
4. avoids premature, superficial advice or reassurance
5. handles expressions of conflict in a constructive manner
6. is appreciative of ideas expressed by others
7. promotes a spirit of compromise and cooperation
8. listens effectively

Referral

1. exhibits skill in the art of referral such that person needing referral feels comfortable
2. assistance results in client going to referral source
3. initiates contacts between referral sources and individuals who have been referred

F. Provides timely follow-up

1. follows up with students and other clients as to their progress in implementation of the problem-solving action plan
2. ensures communication between appropriate people
3. prepares/maintains appropriate documentation, forms, records, etc. relevant to cases
4. implements follow-up activities as recommended for clients by referral sources

G. Provision of services consistent with identified student needs

1. conducts formal and informal needs assessments
2. determines needs and priorities as perceived by students, parents, staff and administration

3. recognizes situations that need attention
4. attends to priorities established in the guidance program framework and in other district memos

Performance Area IV

Implements system support component through effective program monitoring and management, including:

A. Providing a comprehensive and balanced guidance program

1. uses effective planning skills
    a. assesses program needs and priorities accurately
    b. establishes realistic program goals
    c. uses results of evaluation to improve program
    d. plans program and activities
    e. determines suitable and workable time schedule
    f. plans an overview of the year
    g. writes program plan

2. uses effective organizational skills
    a. establishes meaningful objectives
    b. sequences activities in a meaningful design
    c. sets timelines and follows them
    d. operates from a program calendar

3. uses resources effectively
    a. selects and creates sound materials
    b. manages equipment and facilities and budget effectively
    c. takes proper care/makes proper use of equipment
    d. assigns tasks or duties appropriately/delegates effectively
    e. considers strengths of human talent available
    f. seeks assistance if does not have adequate answers
    g. utilizes administration and other staff as appropriate
    h. provides resource materials and information to students, staff, parents

4. evaluates program effectively
    a. systematically evaluates overall program effectiveness
    b. uses results of evaluation to improve program

B. Selecting program activities that meet identified student needs and are consistent with building and district goals

1. bases building program on student and community needs
2. bases building program on the district framework

C Collecting evidence that students achieve meaningful outcomes from program activities

1. evaluates effectiveness of activities
2. evaluates quantity and quality of student growth in guidance and counseling activities
3. provides for a system of evaluating programs and activities
4. uses results of evaluation tools to reassess program goals, objectives, and strategies
5. consistently evaluates program activities

D. Operating within established procedures, policies, and priorities

1. complies with letter and intent of regulations, directives, and instructions form superiors
2. administers activities in accordance with district guidelines

E Contributing to organizational solutions outside of assigned responsibilities

1. works as member of team in working to solve organizational problems
2. accepts responsibility for helping others learn their responsibilities and is able to do this without taking over others' roles

F. Implementing programs that explain the school guidance program

1. explains the philosophy, priorities, and practices of the guidance program effectively and articulately
2. has a building PR plan for helping the parents as well as the students and staff understand the guidance program and its variety of activities
3. uses a variety of strategies to communicate to parents, e.g., newsletters, columns, parent education sessions, open houses

G. Attending to ideas/concerns expressed regarding the guidance program

1. listens with an open mind
2. accepts suggestions gracefully
3. is not unnecessarily defensive with parents or community representatives; works to understand their concerns
4. maintains professional detachment in circumstances where patrons are misinformed, mistrusting (JER's five categories)

H. Providing necessary support for other school programs

1. cooperates with other departments for the best interests of the students, school and community
2. serves on building and district committee when necessary
3. works cooperately with administrators for the betterment of building and district

Performance Area V

Establishes effective, professional and interpersonal relationships

A. Demonstrates positive interpersonal relations with students

1. promotes positive self-image in students
2. promotes students' self-control
3. makes an effort to know students as individuals

4. interacts with students in a mutually respectful and friendly manner
5. gives constructive criticism and praise when appropriate
6. is available to all students
7. acknowledges the rights of others to hold differing views or values
8. demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups
9. uses discretin in handling confidential information and difficult situations

B. Demonstrates positive interpersonal relations with educational staff

1. works cooperatively with colleagues in planning counseling activities
2. shares ideas, materials and methods with other staff members
3. makes appropriate use of support staff
4. works cooperatively with the schools' administration to implement policies and regulations for which the school is responsible
5. informs administrators and/or appropriate personnel of school-related matters

C Demonstrates positive interpersonal relations with parents/patrons

1. cooperates with parents in the best interest of the students
2. provides a climate which opens up communication between counselor and parent
3. supports and participates in parent-teacher activities
4. promotes patron involvement with school
5. initiates communication with parents when appropriate

Performance Area VI

Fulfills professional responsibilities

A. Participates in professional growth activities

1. demonstrates commitment by participation in professional activities (e.g., professional organizations, coursework, workshops, conferences)
2. takes advantage of opportunities to learn from colleagues, students, parents and community
3. keeps abreast of developments in the counseling profession

B. Follows the policies, procedures and directives of the school district

1. strives to stay informed about policies and regulations applicable to his/her position
2. selects appropriate channels for resolving concerns/problems

C Maintains professional and responsible work habits

1. completes duties promptly and accurately
2. is punctual
3. provides accurate data to the school and district as requested for management purposes
4. carries out duties in accordance with established job description

D. Practicing according to the profession's ethical standards and legal guidelines

1. observes ethical standards of the American School Counselor Association and the American Association of Counseling and Development
2. adheres to district policies and legal guidelines
3. refrains from revealing confidential information inappropriately
4. does not impose personal value judgments on students, their families, or on school staff

5. demonstrates impartiality with respect to sex, ethnicity, or ability of students
6. is aware of own personal/emotional and professional limitations
7. maintains confidentiality within established parameters

During the cycle evaluation year, no more than one third of the formative evaluations would use the regular teacher observation form. A minimum of two thirds of the observations would refer to the special counselor responsibilities.

Summative Evaluation Report Counselor________________Date_______
Performance Area I: Implementing the Guidance Curriculum Component

Criteria The Counselor. . .	Not Observed ** A I				
A. Uses effective instructional techniques	A I	Displays little or no skill in using effective instructional techniques.	Intermittently displays skill in using effective instructional techniques.	Consistently uses effective instructional techniques.	Displays evidence of superior skill in using effective instructional techniques.
B. Uses guidance learning activities	A I	Displays little or no evidence of use of guidance learning activities	Intermittently displays evidence of use of guidance learning activities.	Consistently uses guidance learning activities.	Displays exceptional use of guidance learning activities.
C. Is actively involved in students learning	A I	Displays little or no evidence of being involved in student learning.	Demonstrates limited involvement in students learning.	Demonstrates active involvement in students learning.	Demonstrates excellent involvement in students learning.
D. Selects competencies consistent with student needs	A I	Shows little or no evidence of selecting competencies consistent with student needs.	Inconsistently selects competencies consistent with student needs.	Effectively selects competencies consistent with student needs.	Demonstrates extreme skill in selecting competencies consistent with students needs.
E. Provides evidence of student competency attainment	A I	Provides little or no evidence of student competency attainment.	Provides limited evidence of student competency attainment.	Consistently provides evidence of student competency atttainment.	Demonstrates superior ability in providing evidence of student competency attainment.

Counselor__________________Date_______

Performance Area II: Implementing the Individual Planning Component

Criteria The Counselor. . .	Not Observed ** A I				
A. Carefully plans sessions	A I	Shows little or not evidence of planning for sessions.	Shows inconsistency in planning for sessions.	Consistently and carefully plans for sessions.	Demonstrates exceptional skill in planning sessions.
B. Presents accurate, relevant, unbiased information	A I	Does not present accurate, relevant, unbiased information.	Inconsistently presents accurate, relevant, unbiased information.	Consistently presents accurate, relevant, unbiased information.	Is extremely skillful in presenting accurate, relevant, unbiased information.
C. Involves students in personalized educational and career planning	A I	Demonstrates insufficient involvement in personalized educational and career planning.	Occasionally involves students in personalized educational and career planning.	Consistently involves students in personalized educational and career planning.	Demonstrates superior skill in involving students in personalized educational and career planning.
D. Accurately and appropriately interprets test information	A I	Demonstrates insufficient skill and knowledge necessary to interpret test information accurately and appropriately.	Inconsistently demonstrates the skill and knowledge necessary to interpret test information accurately and appropriately.	Consistently demonstrates the skill and knowledge necessary to interpret test information accurately and appropriately.	Demonstrates extreme skill and knowledge in interpreting test information accurately and appropriately.
E. Selects individual planning activities consistent with identified student needs.	A I	Shows little or no evidence of selecting individual planning activities consistent with identified student needs.	Inconsistently selects individual planning activities consistent with identified student needs.	Effectively select individual planning activities consistent with identified student needs.	Shows superior ability in selecting individual planning activities consistent with identified student needs.

Performance Area III: Implementing the Responsive Services Component Counselor________________ Date_______

Criteria The Counselor. . .	Not Observed ** A I				
A. Identifies problems and issues to be resolved	A I	Shows little or no ability to identify problems and issues to be resolved.	Inconsistently identifies problems and issues to be resolved.	Consistently identifies problems and issues to be resolved.	Demonstrates superior ability to identify problems and issues to be resolved.
B. Selects counseling, consulting, and referral interventions appropriate to students' problems	A I	Shows little or no ability to select counseling, consulting, and referral interventions appropriate to students' problems.	Inconsistently selects counseling, consulting, and referral interventions appropriate to students' problems.	Effectively selects counseling, consulting and referral interventions appropriate to students' problems.	Demonstrates exceptional ability to select counseling, consulting and referral interventions appropriate to students' problems.
C. Conducts well planned and goal oriented sessions	A I	Does not conduct well planned and goal oriented sessions.	Occasionally conducts well planned and goal oriented sessions.	Consistently conducts well planned and goal oriented sessions.	Demonstrates exceptional ability to conduct well planned and goal oriented sessions.
D. Uses small group and individual techniques appropriate to students' needs	A I	Displays little or no ability to use small group or individual techniques appropriate to students' needs.	Intermittently uses small group and individual techniques appropriate to students' needs.	Effectively uses small group and individual techniques appropriate to students' needs.	Displays excellent ability to use small group and individual techniques appropriate to students' needs.
E. Involves students in the counseling, consulting and referral process	A I	Very seldom or never involves students in the counseling, consutling and referral process.	Inconsistently involves students in counseling, consulting, and referral process.	Consistently involves students in the counseling, consulting and referral process.	Demonstrates superior skill in including students in the counseling, consulting, and referral process.
F. Provides timely follow-up	A I	Shows little or no effort to provide timely follow-up.	Occasionally provides timely follow-up.	Consistently provides timely follow-up.	Demonstrates exceptional ability in providing timely follow-up
G. Provides services consistent with identified student needs.	A I	Shows little or no evidence of providing services consistent with identified student needs.	Occasionally provides services consistent with identified student needs.	Effectively provides services consistent with identified student needs.	Demonstrates exceptional skill in providing services consistent with identified student needs.

Performance Area IV: Implementing the System Support Component Counselor__________________Date_______

Criteria: The Counselor	Not Observed ** A I				
A. Provides a comprehensive and balanced guidance program	A I	Does not provide a comprehensive and balanced guidance program.	Ineffectively provides a comprehensive and balanced guidance program.	Clearly organizes and provides a comprehensive and balanced program.	Demonstrates superior ability to organize and provide a comprehensive and balanced guidance program.
B. Selects program activities which meet student needs and are consistent with building and district goals.	A I	Shows little or no evidence of selecting program activities which meet student needs and are consistent with building and district goals.	Inconsistently selects program activities which meet student needs and are consistent with building and district goals.	Effectively selects program activities which meet student needs and are consistent with building and district goals.	Demonstrates exceptional skill at selecting program activities which meet student needs and are consistent with building and district goals.
C. Collects evidence that students achieve meaningful outcomes from program activities	A I	Shows little or no evidence that students achieve meaningful outcomes as a result of program activities.	Collect inconsistent evidence that supports students achieve meaningful outcomes as a result of program activities.	Collects data that clearly shows students achieve meaningful outcomes as a result of program activities.	Shows superior skill in collecting data supporting student achievement of meaningful outcomes as result of program activities.
D. Operates within established procedures, policies and priorities	A I	Ignores established procedures, policies and priorities.	Inconsistently operates within established procedures, policies and priorities.	Consistently operates within established procedures, policies and priorities.	Displays extreme skill for operating within established procedures, policies and priorities.
E. Contributes to organizational solutions outside of assigned responsibilities	A I	Shows little or no evidence of contributing to organizational solutions outside of assigned responsibilities.	Intermittently contributes to organizational solutions outside of assigned responsibilities.	Consistently contributes to organizational solutions outside of assigned responsibilities.	Constantly provides leadership necessary that contributes to organizational solutions outside of assigned responsibilities.
F. Implements programs to explain the school guidance program	A I	Displays little or not energy to implement programs to explain the school guidance program.	Ineffectively implements programs to explain the school guidance program.	Effectively implements programs to explain the school guidance program.	Provides extra efforts to implement programs to explain the school guidance program.
G. Attending to ideas and concerns expressed regarding the guidance program	A I	Ignores ideas and concerns expressed regarding the guidance program.	Inconsistently attends to ideas and concerns expressed regarding the guidance program.	Effectively attends to ideas and concerns expressed regarding the guidance program.	Actively solicits and is extremely skillful in attending to idas and concerns regarding the guidance program.
H. Provides necessary support for other school programs	A I	Shows little or no support for other school programs.	Occasionally provides necessary support for other school programs.	Consistently provides necessary support for other school programs.	Seeks out and voluntarily provides support for other school programs.

Performance Area V: Professional and Interpersonal Relationships Counselor_______________ Date_________

Criteria The Counselor. . .	Not Observed ** A I				
A. Demonstrates positive interpersonal relations with students	A I	Is unresponsive to the needs of students.	Intermittently shows sensitivity to the needs of students.	Demonstrates sensitivity to all students.	Willingly provides extra efforts to meet the needs of students.
B. Demonstrates positive interpersonal relations with educational staff	A I	Shows little or not interest in interacting with educational staff.	Intermittently shows interest in activities of educational staff.	Works well with members of educational staff.	Provides leadership to promote a good working relationship with educational staff.
C. Demonstrates positive interpersonal relations with parents/patrons	A I	Shows little or no interest in interacting with parents/patrons.	Intermittently shows interest in the activities and needs of parents/ patrons.	Works well with parents/patrons.	Provides active leadership to promote a good working relationship with parents/patrons.

Performance Area VI: Professional Responsibilities Counselor___________________ Date_________

Criteria The Counselor	Not Observed ** A I				
A. Participates in professional growth activities	A I	Shows little or no interest in professional growth activities.	Occasionally participates in professional growth activities.	Seeks outs and voluntarily participates in relevant professional activities.	Initiates professional growth activities; encourages other staff to participate in professional activities.
B. Follows the policies and procedures of the school district	A I	Does not comply with school and district regulations and policies.	Intermittently complies with school and district regulations and policies.	Fully complies with school and district regulations and policies.	Provides leadership in the development and improvement of school and district regulations and policies.
C. Demonstrates a sense of professional responsibility in work habits	A I	Does not fulfill directed school responsibilities.	Needs to be reminded to meet directed school responsibilities.	Fulfills directed school responsibilities.	Is self-motivated; assumes extra responsibilities willingly.
D. Practices ethical standards and follows legal guidelines	A I	Ignores ethical standards and does not follow legal guidelines.	Inconsistently practices ethical standards and occasionally follows legal guidelines.	Consistently practices ethical standards and follows legal guidelines.	Provides leadership and example in efforts to practice ethical standards and follow legal guidelines.

Comments:	Comments:

Counselor's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

SAMPLE PROGRAM
EVALUATION SELF-STUDY FORM

The following form is designed to be used by counselors and administrators to conduct a self-study of the guidance program. The first two pages provide demographic information about the school, the number and case loads of the counselors involved and the distribution of counselor time across the guidance program components.

Following the first two pages are the program standard indicators. Mark for each indicator whether or not the item is in place (yes or no) and then rate the effectiveness of that items on the scale provided ("1" is low and "5" is high).

SAMPLE PROGRAM EVALUATION SELF-STUDY

GUIDANCE DEPARTMENT STAFF:

____
____
____
____
____
____
____
____

I. DESCRIPTION OF SCHOOL, COMMUNITY AND GUIDANCE PROGRAM.

Current Enrollment____________________________________

# Students / Grade Level:

Grade	Number
_____	_______
_____	_______
_____	_______
_____	_______
_____	_______
_____	_______

Generalization of Socio-Economic status of student body:______

____

Ethnic composition of student body by percentage:

Asian	_______
Black	_______
Hispanic	_______
White	_______
Other	_______

Generalization of educational level of students (based on school summary report of standardized test results):

Achievement__________________ Abilities____________________

Number of faculty______________________________

Other specialists available to students:______________________

____

Definition of counselor caseload:

# of Counselors ______
# of Counselees per counselor ______

Counselor caseload assignments:___________________________

____

____

If the counselors have special assignments, please list them below:

____

____

The time distribution for the delivery of the Comprehensive Guidance Program for the school year was as follows:

Component	Percentage
Guidance Curriculum	__________
Individual Planning	__________
Responsive Services	__________
System Support	__________
Non-Guidance	__________

COMPREHENSIVE GUIDANCE PROGRAM STANDARDS AND INDICATORS

Guidance Programs - through a comprehensive guidance program, school counselors provide important program activities to students, parents, teachers and administration.

A. In each attendance center there is a comprehensive guidance program which has a defined adminstrative structure.

1. Is there a written definition and a written philosophy for the guidance program?

   *Yes*___ 1 2 3 4 5
   *No*___

   a. There is a written definition for the guidance program.
   b. There is a written philosophy for the guidance program.

2. Are the guidance facilities appropriate and do they correlate with the goals of the program?

   *Yes*___ 1 2 3 4 5
   *No*___

   a. There is a properly equipped, soundproof office for each counselor.
   b. There is adequate storage space.
   c. Space if available for individual, small group or classroom size group activities.

3. Has an advisory council been established and maintained that provides support, offers advice and reviews program activities?

   *Yes*___ 1 2 3 4 5
   *No*___

   a. There is a listing of advisory council membership.
   b. There is evidence of schedules meetings.
   c. There is a mission statement for the advisory council.

4. Are guidance resource materials and equipment available which meet guidance program requirements?

   *Yes*___ 1 2 3 4 5
   *No*___

   a. Community resources have been identified.
   b. Printed, audio visual and video materials are adequate to meet the needs of the program.

c. There is a well organized and displayed collection of guidance resource materials and equipment.
d. Guidance resource materials are reviewed and updated on a regular basis.
e. Guidance resource materials are reviewed to ensure that they are free from sex bias, stereotyping and discrimination.

5. Is there an organized and functional staffing pattern for the guidance program?

*Yes*___ 1 2 3 4 5
*No*___

a. An organizational structure/chart is developed which shows:

   1. A designated administrative unit at the district and building level for guidance.
   2. A designated person within the district and building level who is responsible for overall administration and coordination of guidance program activities.
   3. Certified counselors are employed within the state standards for counselor pupil ratio.
   4. Adequate secretarial/clerical support is provided.

b. There is a job description for counselors at all levels directly based on the guidance program structure.

6. Is there an adequate budget to carry out the full intent of the guidance program.

*Yes*___ 1 2 3 4 5
*No*___

a. A budget is in place that fully supports the guidance program.
b. The guidance program budget is separate and distinct from the school testing budget.

Evaluation of defined administrative structure:

a. Major strengths:

b. Items in greatest need of strengthening:

Plans for improvement:

a. Short-range goals:

b. Long-range goals:

B. In each attendance center there is a comprehensive guidance program which has a defined program structure.

1. Is there a K-12 Guidance Curriculum Component consisting of structured, developmental experiences presented systematically through classroom and group activities?

*Yes*___ 1 2 3 4 5
*No*___

a. Counselor(s) maintain a schedule of classroom and/or large group presentations.
b. Counselor(s) have implemented curriculum units or activities with clearly defined intent and purpose.
c. Counselor(s) spend an appropriate amount of time within the curriculum delivery component.

elementary	35%-45%
middle/junior high school	25%-35%
high school	15%-25%

d. Counselor(s) have maintained a master program calendar to verify and account for program activities.
e. The guidance curriculum adequately addresses identified students needs/competencies.

2. Is there an identified list of student competencies to be achieved through the comprehensive guidance program?

*Yes*___ 1 2 3 4 5
*No*___

a. A needs assessment has been carried out which identifies student/community priorities, including those students who are handicapped and/or disadvantaged.
b. The competencies identified through the needs assessment process are reviewed on a regular basis by administration and guidance staff.

c. A procedure is in place which will provide an indication of student achievement as a result of guidance program activities.

3. Is there an Individual Planning Component consisting of assessment, advisement and placement activities that help students manage their personal and career development?

*Yes*___ 1 2 3 4 5
*No*___

a. There is a plan that helps students to assess and interpret data and information related to their abilities, interests, skills, and achievement.
b. There is a plan for counselors to use individualized appraisal information to help students realize their personal, educational and career goals.
c. Counselor(s) spend an appropriate amount of time within individual planning component.

elementary	5%-10%
middle/junior high school	15%-25%
high school	25%-35%

4. Is there a Responsive Services Component that consists of counseling, consultation and referral activities?

*Yes*___ 1 2 3 4 5
*No*___

a. Counselor(s) have a process to consult with students, parents and other educators.
b. Counselor(s) provide counseling on a small group and individual basis and maintain a schedule of these contacts.
c. Counselor(s) provide counseling supportive and other activities to students and families facing emergency situations and maintain a schedule of these activities and contacts.
d. Counselor(s) use other professional resources of the school and community to refer students when appropriate and maintain a record of these referrals.
e. Counselor(s) spend an appropriate amount of time within the responsive services component.

elementary	30%-40%
middle/junior high school	30%-40%
high school	25%-35%

5. Is there a System Support Component consisting of guidance program management activities?

*Yes*___ 1 2 3 4 5
*No*___

a. A procedure has been developed to evaluate guidance program activities to collect follow-up information and to refine and update curriculum units.
b. An orientation program has been developed to acquaint staff and community with the aims and purposes of the guidance program.
c. School counselors participate in in-service programs, attend professional meetings and contribute to professional literature when appropriate.
d. School counselors are involved in activites that will increase their knowledge about community resources, employment opportunities and local labor market trends.
e. School counselors meet with appropriate school personnel to discuss such issues as policies, procedures and activities related to student transition, and program placement.
f. School counselors support instruction by interpreting test scores, and other data about student performance to teachers, administration and board of education.
g. School counselors assist teachers and administrators in systematically identifying students at risk and assist in developing strategies designed to increase the likelihood of their continuing in school.
h. Counselors spend an appropriate amount of time within the system support component.

elementary	10%-15%
middle/junior high school	10%-15%
high school	15%-20%

Evaluation of program structure:

a. Major strengths:

b. Items in greatest need:

Plans for improvement:

- a. Short-range goals:

- b. Long-range goals:

II. SUMMARY OF GUIDANCE PROGRAM EVALUATION--SELF STUDY

Prioritized list of major strengths:

Prioritized list of items in greatest need of strengthening:

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW TO DEVELOP A CAREER PLAN.
TIME: SEVERAL CLASS PERIODS, MAY LAST UP TO ONE WEEK
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: SOURCES OF INFORMATION ABOUT CAREERS, EXPLORING A CAREER, DEVELOPING A CAREER PATH, AND EXAMINING CAREER READINESS

"EXPLORING A CAREER"

INTRODUCTION: Students will be given the opportunity to do in-depth research on a career goal of their choice. Stress to the students the importance of having information about their career choice and a realistic outlook of what will be required of them to accomplish their goal. The importance of setting goals should be stressed. An individual who begins working at age 20 and works until 65 years of age will usually work for approximately 40 years. At 40 hours/week and 50 weeks/year, the total amount of time spent working equals 80,000 hours in a lifetime. Considering these figures, choosing a career and life planning are serious decisions. It is necessary to plan a career and set immediate, intermediate or short-term and long-term goals. An immediate goal could be a job, education or training which will be entered into within the next year and accomplished within the next five years. An intermediate or short-term goal is a job, education or training which will begin within the next five years and will be a logical step toward a long-term goal. By setting these types of goals, the students will be able to develop career paths which will assist them in planning their future. The more an immediate and intermediate goal relate to the long-term goal, the more likely is the realization of the career goal. The ease with which this lesson is accomplished will depend upon the resources available to the student. The school library may have a number of materials, including the Dictionary of Occupational Titles, the Occupational Outlook Handbook and the Missouri View. There are regional Career Education Centers within Missouri (Columbia/Kansas City/St. Louis) that house extensive lending/reference libraries of career resource materials. Allow adequate time to gather resources before starting this lesson.

PROCEDURE:

1. Introduce the students to career planning by discussing the amount of time one will spend working during a lifetime. Explain immediate, short-term and long-term goals.
2. Give each student a copy of the handout: Sources of Information about Careers. Explain the purpose of the lesson and acquaint the students with the career resources available and how they are used.
3. Each student should identify two or more occupational interests. Give each student copies of the handout: Exploring a Career. Allow time for questions which may arise regarding information on the handout. Student research may last up to two class periods, depending on the groups.
4. After the student has completed the Exploring a Career handout and decided on a specific occupation, the handout: Developing a Career Path should be completed. Students may need assistance with identifying intermediate goals or may choose a career which does not have an intermediate goal (e.g. entry level position). Review the completed handout to assess the accuracy of the student's research. If possible, allow time to discuss each student's career choice and the career path they have developed.
5. Give students a copy of the handout: Examining Career Readiness after they have completed their career path. The students should read each item on the page and place an "x" next to the work characteristics which appeal to them. After the students complete the "x's", have them use their research form and place an "o" next to work characteristics of the career researched.
6. Discuss the results of the worksheet with the students. The students have probably set realistic goals if a majority of the "x's" and "o's" are on the same characteristics. The student may need to reconsider a career choice if most of the responses do not parallel. The student may need to reconsider the duties of the career and preparation for that occupation.

OBSERVATION NOTES

Students who remain confused about future plans should receive individual help.

SOURCES OF INFORMATION ABOUT CAREERS

SOURCE-1. Dictionary of Occupational Titles

a. WHERE TO FIND - Public library (reference materials)

b. HOW TO USE - Large book listing wide variety of occupations

c. INFORMATION OR SERVICE PROVIDED- Will provide national information on specific careers, including job duties, wage/salary, employment outlook, working conditions and training and/or education needed.

SOURCE-2 Occupational Outlook Handbook

a. Public library (reference materials)

b. Large book listing wide variety of occupations. Job titles listed in clusters by similarity of work.

c. Will provide national information on specific careers, including job duties, wage/salary, employment outlook, working conditions and training and/or education needed.

SOURCE-3 Missouri View

a. Library (public-school) or Counselor's Office

b. Microfiche cards listing occupations that exist in Missouri

c. Provides the same information as the Dictionary of Occupational Titles and Occupational Outlook Handbook, but is limited specifically to Missouri.

SOURCE-4 Job Service/Employment Security Office

a. See local Yellow Pages Directory

b. Contact office closest to you

c. Job placement, unemployment insurance benefits, vocational counseling and testing.

SOURCE-5 Federal Job Information Center

a. 601 E. 12th St. Kansas City, MO.

b. call (816) 374-5702

c. Provides information about job opportunities with the federal government; has listing of current job openings and summer employment program for students.

SOURCE-6 Shadowing or Information Interviewing

a. Can be arranged

b. Make arrangements to spend time on-the-job with a person whose job is of interest.

c. Provide opportunity to see actual working conditions and gather pro's and con's of the occupation from a "first person" point of view.

SOURCE-7 Trade Journals

a. By subscription or in public library

b. Read

c. Will provide information about current trends in the field which is the topic of that specific journal.

EXPLORING A CAREER

Occupation:____

Earnings: (average)_______________________________________

Hours and work days:_____________________________________

Training needed beyond high school: (trade or technical school)

____

____

Names of schools which offer this training:__________________

____

Education needed beyond high school: (college)______________

____

Names of schools which offer this education:________________

____

Employment outlook: (Is there a need for workers in this field?)

Describe the job duties and the working conditions:__________

____

____

____

List related occupations: (similar careers)_________________

____

EXPLORING A CAREER (Continued)

NOW THAT YOU HAVE RESEARCHED THIS OCCUPATION, ANSWER THE FOLLOWING QUESTIONS:

	YES	NO	
1.	_____	_____	Am I really interested in this type of work?
2.	_____	_____	Do I have the type of personality which this job requires?
3.	_____	_____	Will this job make me happy?
4.	_____	_____	Am I taking the right courses in high school?
5.	_____	_____	Am I willing to continue my education beyond high school for this job?
6.	_____	_____	Am I prepared to deal with the cost of additional education or training if I find it is required?
7.	_____	_____	Are there job openings in this field?
8.	_____	_____	If not, am I willing to move?
9.	_____	_____	Will I be able to compete successfully if there are only a few openings?
10.	_____	_____	Am I able to live on the income this job offers?
12.	_____	_____	Are there similar occupations which may have closely related duties, but which have training requirements and working conditions better suited to me?
13.	_____	_____	IS THIS CAREER RIGHT FOR ME?

DEVELOPING A CAREER PATH

NAME:____

LONG-TERM CAREER GOAL

OCCUPATION______________________________

Average Salary/Wage______________

Work days and hours______________

Describe work:____

____

____

Intermediate job goals (jobs which might progress from the first job to the long-term career goal)____________________________________

____

____

Education or training needed beyond high school to reach long-term career goals.____

____

____

Immediate job goal that would relate to long-term career goal (name at least 3 job titles)

____

____

____

Classes, jobs, and hobbies that relate to long-term career goal.

____

____

____

EXAMINING CAREER READINESS

What do you want from a job? What does the job offer you?

Use your Exploring A Career worksheet to do this exercise as it relates to the career you researched. The career you researched is

____

DIRECTIONS:

Place an X in front of each description which explains work characteristics which appeal to you.

Place an O in front of each description which explains work characteristics of the career you researched.

Some spaces will have an X and an O. Some will be blank.

___ high salary (over $30,000)

___ middle income (between $20,000 and $30,000)

___ low income (under $20,000)

___ pleasant working conditions

___ staying clean

___ getting dirty

___ working in a factory

___ working in a store

___ working in an office

___ working in a wet place

___ working in a safe place

___ working in some hazardous surroundings

___ working outside

___ working inside

___ working at the same location all day

___ working mainly in a rural setting

___ working in my area

___ travel as a part of job

___ working in a noisy place

___ working in a quiet place

___ working in heat

___ working in cold

___ working in air conditioning

___ doing the same task each day

___ following orders

___ doing different tasks each day

___ being own boss

___ working for someone else

___ mainly mental, rather than physical work

___ mainly physical work, rather than mental work

___ working with details

___ working with things

___ working while standing

___ working while sitting

___ working with other people

___ working alone

___ planning own work

___ doing work that provides a chance to be creative

___ working in a dry place

___ having a high level of responsibility

___ being able to spend lots of time with family

___ working a seasonal job

___ having ample time for vacations

___ working short hours

___ working a regular 40-hour week

___ having flexible hours

___ having respect in the community

___ having good fringe benefits

___ producing a product

___ performing a service

___ doing work that requires a large amount of reading and writing

___ working mainly in the city

___ working mainly in the suburbs

___ being able to make decisions on the job

___ working with chance for advancement

___ working in a declining career area

___ no high school diploma or GED required

___ trade or technical education required

___ advanced college degree required

___ on-the-job training offered

___ apprenticeships offered

___ a license required

___ union membership required

___ basic math skills required

___ advanced math skills required

___ helping people

___ competing with others

___ supervising others

___ motivating others

___ influencing others

___ working in an expanding career area

___ social skills required

___ listening skills required

___ following directions required

___ basic reading skills required

___ basic writing skills required

___ basic speaking skills required

___ memory skills required

___ good manners required

___ good grooming required

___ basic science skills required

___ basic social studies skills required

___ college degree required

___ typing skills required

___ special skills required

Look closely at your responses. If there are both "X's" and "O's" in front of the work characteristics, the career you are considering should appeal to you.

If many of the "X's" and "O's" are not in the same places, you should consider a different career.

Area I- Category A- Competency 1

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW TO DEVELOP A CAREER PLAN.
TIME: 2 OR 3 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: HOLLAND'S "THE SELF-DIRECTED SEARCH" AND "THE OCCUPATIONAL FINDER," GUIDANCE INFORMATION SYSTEM(GIS), PRIVATE CAREER SCHOOL GUIDE; DICTIONARY OF OCCUPATIONAL TITLES(DOT), OCCUPATIONAL OUTLOOKS HANDBOOK, AND OTHER AVAILABLE OCCUPATION AND CAREER REFERENCE MATERIALS, "CAREER SEARCH" WORKSHEET

"INVESTIGATING CAREERS"

INTRODUCTION: Most high school students feel that choosing the right occupation is a decision of crucial importance in their lives. It is important for students to learn that there are usually many occupations that match their interests and that it is very helpful for them to make preliminary career decisions before leaving high school. Going through this process is an assist to raising students' self-esteem and is closely connected to their sense of happiness and satisfaction.

PROCEDURE:

Day 1

1. Provide a motivational statement indicating the importance of exploring careers and of tentatively deciding on a career choice before leaving high school.
2. Introduce the students to the purpose of Holland's Self-Directed Search and show them how to complete the instrument. Provide class time for students to finish the search. Collect the booklets.

Day 2

1. Redistribute the Self-Directed Search and show students how to complete and interpret their profiles. Explain that any profile is only an indicator as to one's probable career area of interest and that it is arrived at by comparing their responses with others who are already working in the various career fields.
2. Instruct the students to select a minimum of two from among the careers suggested in their profile. Then refer them to the occupational source information available to research these careers. They can use resource materials such as "The Occupational Finder," Guidance Information System(GIS), Private Career School Guide, Dictionary of Occupational Titles(DOT), Occupational Outlooks Handbook, and other available occupation and career reference materials. The "Career Search" worksheet should be used to summarize their findings on each career.

Day 3

The culminating product of this entire procedure should be an individual write-up for each student which would include: a list of career choices meeting their profile, training requirements necessary to enter one's field of interest, a list of institutions meeting those training requirements, and a time line or personal schedule outlining projected steps to take in training for and eventually entering one's chosen career field.

OBSERVATION NOTES:

This activity can be completed as a part of a regular course in the curriculum or initiated as a specific series of experience through the counseling center.

THE YOU PROFILE PART A*

Below is a group of sentences. Look at them carefully and check on the line before the sentence if you think it describes you. At the end of this activity, there are additional directions.

GROUP R

(Conforming) ___ 1. You do not like to look or act too differently from the people around you.

(Frank) ___ 2. You speak to other people very plainly and openly.

(Honest) ___ 3. You are sincere with other people.

(Modest) ___ 4. You do not brag about your successes.

(Materialistic) ___ 5. You like to own things.

(Natural) ___ 6. You are easy going.

(Persistent) ___ 7. You do not get discouraged easily.

(Practical) ___ 8. You consider yourself down-to-earth.

(Shy) ___ 9. You are bashful.

(Stable) ___ 10. You do not get upset easily.

(Thrifty) ___ 11. You like to save money and get the best buy when you are making a purchase.

TOTAL _______

GROUP I

(Analytical) ___ 12. You like to examine ideas and things closely and separate them into their parts.

(Cautious) ___ 13. You like to avoid risk or danger.

(Critical) ___ 14. You like to point out defects and faults and try to correct them.

(Curious) ___ 15. You like to ask a lot of questions.

(Independent) ___ 16. You like to do many things on your own.

(Intellectual) ___ 17. You are very smart.

(Introverted) ___ 18. You are more interested in your own thoughts and feelings than objects and events around you.

(Methodical) ___ 19. You are very careful when you do something.

(Precise) ___ 20. You like for everything to be correct.

(Rational) ___ 21. You like for your actions and thoughts to make sense to you and others.

(Reserved) ___ 22. You keep your opinions and judgements to yourself.

TOTAL ________

GROUP A

(Complicated) ___ 23. You are difficult to understand as a person because you are a complex person.

(Disorderly) ___ 24. You do not mind changing the order of things.

(Emotional) ___ 25. You enjoy being sensitive to your emotions.

(Expressive) ___ 26. You enjoy clearly stating your ideas.

(Idealistic) ___ 27. You like to have a lot of good ideas.

(Imaginative) ___ 28. You have a lot of fun thinking about imaginary things and ideas.

(Impractical) ___ 29. You enjoy things that serve no real use except for your interests.

(Impulsive) ___ 30. You make very quick decisions.

(Independent) ___ 31. You do not mind being different from other people.

(Intuitive) ___ 32. You seem to see something about an object that no one else seems to see.

(Nonconforming) ___ 33. You are not like most other people and this does not bother you.

(Original) ___ 34. You like to create new things or ideas.

TOTAL ________

GROUP S

(Convincing) ___ 35. You are very trustworthy.

(Cooperative) ___ 36. You like to work with other people on a project.

(Friendly) ___ 37. You like to get along with others.

(Generous) ___ 38. You are considerate to other people.

(Helpful) ___ 39. You like to assist other people.

(Idealistic) ___ 40. You think that there are some perfect ideas that are worth working for.

(Insightful) ___ 41. You have a lot of wisdom.

(Kind) ___ 42. You are a gentle, considerate person.

(Responsible) ___ 43. You like to do the right thing.

(Sociable) ___ 44. You are easy to get along with.

(Tactful) ___ 45. You are not rude to other people.

(Understanding) ___ 46. You have a good awareness of other people.

TOTAL ________

GROUP E

(Adventurous) ___ 47. You do not mind danger.

(Ambitious) ___ 48. You like to challenge yourself to do better.

(Attention-getting) ___ 49. You enjoy doing things to get others to notice you.

(Domineering) ___ 50. You like to tell other people what to do.

(Energetic) ___ 51. You like to be active and not sit for a long time.

(Impulsive) ___ 52. You like to rush headlong into an activity.

(Optimistic) ___ 53. You think only the best will happen.

(Pleasure-Seeking) ___ 54. You like to experience many agreeable situations.

(Self-confident) ___ 55. You are very sure of yourself.

(Sociable) ___ 56. You are cordial to people.

(Popular) ___ 57. Everyone either likes you or they are at least aware of you.

TOTAL ________

GROUP C

(Conforming) ___ 58. You appear and act properly.

(Conscientious) ___ 59. You are very honest.

(Careful) ___ 60. You like to be neat and exact.

(Conservative) ___ 61. You consider all changes carefully.

(Inhibited) ___ 62. You tend to not be too sociable.

(Obedient) ___ 63. You follow directions well.

(Orderly) ___ 64. You like to follow a set arrangement.

(Persistent) ___ 65. You do not get discouraged easily.

(Practical) ___ 66. You consider yourself down-to-earth.

(Unimaginative) ___ 67. You do not like to think about imaginary things and ideas.

(Efficient) ___ 68. You like to be skilled at everything you do.

TOTAL ________

Put the total number of checks in each group in the correct place below.

Total Group (R) ________

Total Group (I) ________

Total Group (A) ________

Total Group (S) ________

Total Group (E) ________

Total Group (C) ________

*adapted from John Holland's Self-Directed Search

THE YOU PROFILE PART B *

When you become a member of a group, you can give yourself an additional name. You don't give up your given name, you just add to it. For example, if you are a member of Down Earth, a club for people who enjoy going into caves, you can call yourself a Down Earther. We show membership in groups by the names we give ourselves.

Below are the names and descriptions of the groups on "The You Profile". Notice that they list some job names with each of the groups.

The Realistic Group (R) likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, and electrician. Members of this group have mechanical abilities.

The Investigative Group (I) likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist, and medical technologist. Members of this group have mathematical and scientific abilities.

The Artistic Group (A) likes artistic jobs such as composer, musician, stage director, writer, interior decorator, and actor/actress. Members of this group have artistic abilities: writing, musical, or drawing.

The Social Group (S) likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, and speech therapist. Members of this group have social skills and talents.

The Enterprising Group (E) likes enterprising jobs such as sales person, manager, business executive, television producer, sports promoter, and buyer. Members of this group have leadership and speaking abilities.

The Conventional Group (C) likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, and tax expert. Members of this group have clerical and arithmetic ability.

The reason we put some job titles with the names of the groups is that the groups were formed by having people with those job titles do something similar to what you did with "The You Profile". Their answers were then grouped. It seems as if many times people who are happy, interested, and skilled in their work fit into a group. They are similar to each other in certain ways. They "belong".

Look again at you totals on "The You Profile" Part A and the descriptions of the groups above. Compare what you think about yourself and the descriptions of the groups above and make a decision as to what group(s) you think you belong. Write the sentences below on your paper and in the blank spaces write the groups you are like the most:

I resemble group____________________________________the most,

I resemble group____________________________________next

I resemble group____________________________________next

*adapted from John Holland's Self-Directed Search

CAREER SEARCH

Occupation______________________________

Education required (check):

___High school or GED
___Post high school (1-3 yrs.)
___4 yr. (Baccalaureate) degree

___Masters degree
___Phd (Doctor of Philosophy)
___Md (Doctor of Medicine)
___Other

Duties:
____
____
____

Starting salary:____________ Average Salary:____________

Future outlook:
____
____
____

Colleges or training institutions offering programs in this area:

Name of Institution	City/State	Phone Number
__________________	_________	______________
__________________	_________	______________
__________________	_________	______________

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY:	I KNOW ABOUT POSSIBLE CAREERS AND THE WORLD OF WORK.		
TIME:	15-20 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	9-10
MATERIALS:	NONE		

"SATELLITE CAREERS"

INTRODUCTION: After the leader has done a survey of the class and asked students to identify their possible career choices, it may be appropriate to talk about satellite careers. Satellite careers are those which may not be the specific career goal but would allow the students to be professionally involved in the large area desired. An example of the specific career might be a professional football player, for which a satellite career might be a trainer. Others might include coaches, grounds keepers, ticket sellers, cheerleaders, time keepers, referees, business officers, bus drivers, sports writers. The list is often extensive. The value of this activity is to expand the career alternatives if the specific career goal proves to be unattainable. An interest can lead to satisfaction in careers even if the student is not selected for the high visibility or famous careers.

PROCEDURE:

1. Create the atmosphere for a good group discussion.
2. The leader may approach the class on a problem solving- brainstorming basis to invite participation.
3. Encourage the group to pretend or visualize a specific career. List the choices on the board.
4. Consider these careers one at a time and ask the class to name for each one as many "satellite" careers as they can think of. Satellite careers are ones that are necessary for the specific career to be effective.

5. Explain that many times these satellite careers are even more rewarding for some people than the first named career. They are less in the limelight and thus easily overlooked. From the students' examples discuss some of the advantages a satellite career may have over the first named career (such as security, less stress, more independence, etc.)

OBSERVATION NOTES

This can be a fast paced activity which will show if the students can classify related and dependent careers.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW TO FIND OUT MORE ABOUT POSSIBLE CAREERS AND THE WORLD OF WORK.
TIME: 45 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 11-12
MATERIALS: COPIES OF CAREER PLANNING WORKSHEET AND CAREER PLANNING SURVEY

"CAREER PLANNING"

INTRODUCTION: The career chosen will take up much of one's lifetime. Differences in how a person lives; how much money a person has; how leisure time is spent; where a person lives; whom the person knows; and whether or not the person is satisfied with his or her life, will depend upon that career. It is worth the time and effort that a student gives early on to ensure that the chosen career will help bring about an enjoyable, productive life. Time spent developing knowledge in successful career decision-making or planning is essential.

PROCEDURE:

1. Distribute copies of the Career Planning worksheet to each student.
2. Provide ample time for students to read over worksheet.
3. Generate a brief discussion with students as to what encompasses successful career decision-making (learning about their own values, interests and abilities; knowledge of basic academic skills; career opportunities; preparing for careers).
4. Require students to fill out the Career Planning Survey.
5. Review each question and encourage students to share their answers. Advise the students to keep in mind the following questions for self-evaluation of the survey questions:

   a) What kind of decisions can be made regarding the item?
   b) What kind of decision(s) might be needed in the future (i.e., next year, after graduation) regarding the item?

c) What kind of information would be helpful in making career decisions?

6. Encourage the students to schedule individual conferences to review in more detail the survey and assess their current career-planning needs.

OBSERVATION NOTES

It is advisable that the leader collect the Career Planning Survey at the end of the activity. The leader should seek out students who do not actively participate or who may be experiencing doubt as to their career-planning needs.

CAREER PLANNING WORKSHEET

What are you doing the rest of your life? Your career will affect how much money you will have, your leisure time, where you will live, whom you will know, and it will greatly affect whether or not you are basically satisfied with your life.

Most people spend between 20 and 45 years of their lives in full-time work. If your career will take up that much of your life and make so much difference in how you live, isn't it worth some time and effort NOW to make sure your career will help you lead an enjoyable, productive life?

What should you do now? You should not try to make an absolute career decision! Since it usually takes 10 years to establish a career lifestyle, you should be developing your knowledge in the four areas that are basic to successful career decision making.

I. Learn about yourself--your values, interests and abilities.

  A. Take tests as they are offered in high school. Learn what you do well and where you need to improve.

  B. Watch yourself. Notice the patterns of your choices, interests and abilities as they have developed over the years in school, jobs, hobbies and other activities.

  C Listen to what friends, counselors, teachers and parents tell you about yourself, what kinds of things you do well, what kinds of things you seem to like. Sometimes outsiders have a better view of us than we do.

II. Learn basic academic skills (reading, writing, arithmetic) and as many technical skills as you can. If you do not, you may have very few career choices open to you.

III. Learn about careers appropriate to you. This will take time and effort. Search until you can find a career that fits you, not vice versa.

  A. Read about the careers that interest you or are suggested by interest inventories, aptitude surveys, counselors, teachers, parents, and friends.

    1. The guidance office has updated information on many occupations as well as assistance in analyzing your interests.

    2. The library is another source of career information. Ask the librarian for assistance.

  B. Talk to people in careers that interest you and find out how they prepared for their present jobs (schooling, experience, location, etc.)

  C Get some experience.

    1. Volunteer or do paid work in a situation where you can get experience in a career you are considering or learn more about yourself.

    2. Attend summer programs that might help you investigate a career.

  D. Be open-minded, flexible and true to yourself. Jobs chosen for their status or large salaries may not be satisfying in the long run.

IV. Learn about the preparation necessary for careers that seem to fit you.

  A. Plan your high school courses so that you are ready for several occupations and are able to enter more than one kind of training. You will probably change your ideas as you get older. A strong background in the basic courses of English, mathematics, social studies and science is recommended.

B. Expect to take additional training or schooling sometime after high school. 80% of jobs now require it.

C. Expect to go back for more training as you get older or change careers. The average American adult changes jobs six times.

D. Examine ALL post high school options. A college education may improve the quality of your lifestyle but may or may not directly prepare you for a job. It is perfectly acceptable to go to college first and then get specific occupational training later or vice versa.

Some methods for gaining direct occupational preparation are:

1. Military service
2. Apprenticeships
3. Community college transfer programs
4. Community college occupational training
5. Business, technical, trade and vocational school
6. Fine arts schools
7. On-the-job training
8. Some college and university programs

A CAREER PLANNING SURVEY

For the following items, check the lines of the answer or answers which apply. Where blanks are provided, you may wish to add other information. All items marked * are to be marked with only one answer.

1. To plan my high school educational program I would like to have help in knowing about:

__ Graduation requirements
__ Elective courses I might study
__ Requirements for courses I may want to study
__ Courses that best prepare me for a career
__ Extracurricular activities available to me
__ Work/study program (school credit for work)
__ Volunteer work experience
__ College entrance requirements
__ Preparation for special training after high school
__ Part-time jobs which may be open to me now
__ Careers which may be open to me
__ I do not need any help
__ ____

*2. Based upon the facts I now have, my plans for the future are:

__ To leave high school before I graduate
__ To graduate from high school
__ No definite plans right now

*3. Based on the facts I now have, when I leave school I plan to:

__ Go right to work
__ Become a homemaker
__ Go to work for a company that will train me on the job or send me to school
__ Enter military service and continue schooling
__ Learn a skill in technical college (example: hair dresser, mechanics, business school)
__ Attend junior college or adult education courses
__ Go to a four-year college or university

__ Go into business with a relative
__ No definite plans

*4. Have you discussed your plans (as indicated in #2 and #3) with your parents?

__ No, I have not
__ Yes, and they agree
__ Yes, but they are not in complete agreement with my plans
__ Yes, but I really don't know what they think

*5. Comparing the grades I have earned with my ability, I think:

__ My grades are a fair picture of my ability
__ I have more ability than my grades would indicate
__ ____

6. I think my strongest abilities are:

__ Linguistic (work that involves oral or written language)
__ Mathematical (work that involves measurement and numbers)
__ Physical (work with my hands and body)
__ Clerical (keeping records)
__ Mechanical
__ Social (working with other people)
__ Scientific
__ Selling
__ Artistic
__ Creating, designing, and planning
__ Musical

*7. In respect to my strengths and weaknesses as far as ability is concerned:

__ I feel that I know what my strengths and weaknesses are
__ I would be interested in activities designed to help me learn more about my strengths and weaknesses

__ I do not know what my strengths and weaknesses are
__ I am not concerned as to what my strengths and weaknesses are

8. I am now planning to concentrate my major emphasis of study in high school in one or more of the following:

__ Business education
__ Industrial Arts
__ Home Economics
__ Mathematics
__ Science
__ English
__ Social Studies
__ Foreign Language
__ Speech and Drama

__ Agriculture
__ Art
__ Vocal Music
__ Instrumental Music
__ Physical Education
__ Not sure at this time
__ None of these
__ I do not have any plans

*9. How sure am I that my choice or choices in #8 is really what I want?

__ Very sure
__ I think so but I am not sure
__ I am not sure

*10. I made my choice of courses in #8 because:

__ I am interested in these courses
__ These courses fit my abilities
__ I am interested in them and they fit my abilities
__ I had little or no reason for my choice
__ This course or these courses will help prepare me for what I want

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW TO EXPLORE CAREERS IN A SPECIFIC AREA IN WHICH I AM INTERESTED.
TIME: TWO CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: CAREER CLUSTER INFORMATION
SCRAMBLED CLUSTERS WORKSHEET
WHICH CLUSTERS WORKSHEET
CAREER CLUSTERS WORKSHEET

"CAREER CLUSTERS"

INTRODUCTION: Assisting students in increasing their awareness of the career options available to them is difficult because there are over 30,000 job titles identified in the Dictionary of Occupational Titles. For this reason, the U.S. Office of Education has grouped job titles into 15 career clusters. The clusters are groupings of careers which are related by the type of work done, the skill and/or training of the worker, and the site where the work is performed. This lesson will help the counselor to determine the students' understanding of career clusters and related jobs/careers.

PROCEDURE:

1. Distribute career cluster information.
2. Read "Career Clusters" with the students. Questions describing work activities in each cluster have been provided as a springboard for discussion. The leader may need to describe some of the careers mentioned in each cluster. Careers mentioned in each cluster have been carefully chosen to reflect the diverse educational requirements and salaries offered in all clusters. Students should be encouraged to suggest additional careers for each cluster. Students should understand that the jobs listed are examples. Information about specific student career

interests may be explored elsewhere (i.e., Dictionary of Occupational Titles, Exploring Careers and Occupational Outlook Handbook.) (Leader will need to use various techniques for reading long passages so that students will remain attentive.)

3. Distribute "Career Clusters" worksheet. Allow students to complete this activity independently or in small groups.
4. Distribute "Which Cluster?" worksheet. Ask students to complete the activity as a homework assignment. Review information during a follow-up class period.
5. Ask students to note some initial career interests perhaps by cluster, if not by occupation.

OBSERVATION NOTES:

It might be helpful if an informal assessment of students' previous knowledge of career clusters is conducted prior to the lesson to determine how much emphasis should be given to one or more of the clusters. The informal assessment may be asking students a few simple questions such as, "Can you name a job in the Personal Service Cluster?" "Can you give the names of 3 career clusters?" Following this lesson and the follow-up activity, students may be able to indicate interest in several of the 15 cluster areas.

CAREER CLUSTERS

The careers in each cluster are similar. Draw a circle around the three careers in each of the fourteen career clusters. Write the name of the career cluster on the line provided.

Agriculture Commodity Grader
Beekeeper
Tree Surgeon

____

Electrician
Surveyor
Carpenter

____

Radio/T.V. Announcer
Newspaper reporter
Photographer

____

Flight Attendant
Lifeguard
Hotel/Motel Cleaner

____

Oceanographer
Ichthyologist
Aquatic Biologist

____

Marketing Analyst
Advertising Copy Writer
Salesworker

____

Bus Driver
Helicopter Pilot
Air Traffic Controller

____

Bank Teller
Accountant
Computer Programmer

____

Chef
Baker
Nutritionist

____

Environmental Inspector
Meteorologist
Forester

____

Nurse
Pharmacist
Physician

____

Cosmetologist
Waitress
Barber

____

Musician
Cartoonist
Architect

____

Social Worker
Firefighter
Teacher

____

WHICH CLUSTER?

Write the letter of the cluster in front of the two occupations in that cluster.

A. Agriculture
B. Business and Office
C. Communications and Media
D. Construction
E. Consumer and Homemaking
F. Natural Resources/Environment
G. Fine Arts and Humanities
H. Health
I. Hospitality and Recreation
J. Manufacturing
K. Marine Science
L. Marketing and Distribution
M. Personal Services
N. Public Service
O. Transportation

___1. Accountant
___2. Air Traffic Controller
___3. Baker
___4. Bookkeeper
___5. Bus driver
___6. Carpenter
___7. Cartoonist
___8. Computer Programmer
___9. Cosmetologist
___10. Drafter
___11. Electrician
___12. Environmental Inspector
___13. Firefighter
___14. Fisher
___15. Flight Attendant
___16. Geologist
___17. Funeral Director
___18. Lifeguard
___19. Machinist
___20. Marketing Analyst
___21. Musician
___22. Newspaper Reporter
___23. Nurse
___24. Nutritionist
___25. Oceanographer
___26. Physician
___27. Radio/T.V. Announcer
___28. Sales Worker
___29. Social Worker
___30. Tree Surgeon

CAREER CLUSTER ANSWER KEY

Agriculture Commodity Grader
Beekeeper
Tree Surgeon
Agribusiness

Electrician
Surveyor
Carpenter
Construction

Radio/T.V. Announcer
Newspaper Reporter
Photographer
Communications/Media

Flight Attendant
Lifeguard
Hotel/Motel Cleaner
Hospitality/Recreation

Oceanographer
Ichthyologist
Aquatic Biologist
Marine Science

Marketing Analyst
Advertising Copy Writer
Salesworker
Marketing/Distribution

Bus Driver
Helicopter Pilot
Air Traffic Controller
Transportation

Bank Teller
Accountant
Computer Programmer
Business and Office

Chef
Baker
Nutritionist
Consumer.Homemaker

Environmental Inspector
Meteorologist
Forester
Environmental Control

Nurse
Pharmacist
Physician
Health

Cosmetologist
Waitress
Barber
Personal Service

Musician
Cartoonist
Architect
Fine Arts/Humanities

Social Worker
Firefighter
Teacher
Public Service

Area I- Category A- Competency 4

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW TO PREPARE FOR CAREERS IN WHICH I AM INTERESTED.
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 9-10
MATERIALS: CAREER ASSESSMENT WORKSHEETS
OCCUPATIONAL CLUSTER REFERENCE SET

"CAREER ASSESSMENT"

INTRODUCTION: Many students have predetermined ideas about their career choices but are not aware of the work activities in that career. The worksheets provided in this lesson allow students to react to characteristics of all clusters. By identifying those characteristics they enjoy, they will have made a correlation between activities and specified career clusters. When they have identified the clusters that deal with the activities they enjoy, they will examine the specified clusters in more detail choosing some careers within the cluster that interest them most.

PROCEDURE:

1. Distribute the "Career Assessment" worksheets to each student.
2. Using page 1 of the "Career Assessment" worksheets, read and discuss the "why" behind choosing a career. Points to consider in an inappropriate method to choosing a career:

    a) The job looks glamorous
    b) The job pays well
    c) The job is what their mother or father does for a living
    d) The job was selected because of characters seen on television or in the movies

3. Emphasize to the students that the best way to choose the right career is by examining closely their interests, abilities, and the careers that combine both of those things.

4. After reading the directions at the top and bottom of the page. Require students to complete page 2 of the worksheets.
5. Conclude this activity by instructing the students to use the "Occupational Cluster Reference Set" to complete page 3. If available, students may also use the Dictionary of Occupational Titles, Exploring Careers, or the Occupational Outlook Handbook to complete the page.

OBSERVATION NOTES:

Leaders are encouraged to read the directions with the students for purposes of clarifications. If possible, some students should be allowed to work in pairs in order to assist with the reading and completing of the worksheets. Leaders may want to follow-up this activity with individual advisement sessions to help students explore career choices or provide information.

CAREER ASSESSMENT

Have you thought about your future job or career? Are you hoping to be a doctor, astronaut, teacher, sanitation worker? Do you really know what these people do in their work? Do you know what you will have to do in order to become one?

Some people choose a career because they think it looks glamorous or because they think it pays well. Some people choose a career because it is what their mother or father does for a living. Some people choose a career because of characters they see on television or in movies.

The best way to choose the right career for you is to examine your interests, abilities, and the careers that deal with both of those things. When you understand the work characteristics involved in the world of work, you can identify which of those characteristics would interest you. Then as you continue through school, you may identify those areas in which you have skills and talents which could be used on a job. Those skills and talents are also called abilities. As you continue with your study of careers, you may identify careers that involve a combination of work activities that interest you and that you do well. Such a combination should provide you with a career that would be appropriate for you.

This lesson will help you to make a more informed choice in exploring careers. THE FUTURE IS NOW! You should begin to seriously explore careers and carefully assess your abilities and career interests.

CAREER ASSESSMENT

Read each phrase below. Check those phrases which you would enjoy doing.

___a. driving a bus
___b. designing machines
___c. driving a tractor
___d. learning more about solar energy
___e. scuba diving
___f. typing
___g. being a firefighter
___h. cleaning a house
___i. working with a dentist
___j. waiting on tables
___k. cutting hair
___l. drawing cartoons
___m. being a news broadcaster
___n. selling cars
___o. painting houses
___a. flying a plane
___b. working where cars are assembled
___c. cutting down trees
___d. planting trees to control flooding
___e. training porpoises
___f. working in a bank
___g. joining the armed forces
___h. teaching cooking
___i. helping a sick animal
___j. working in an amusement park
___k. planning menus
___l. playing in a "rock group"
___m. working as a telephone operator
___n. delivering Pepsi to stores
___o. making doors for a house
___a. becoming an air traffic controller
___b. working where they assemble cars
___c. raising horses
___d. collecting rocks for study
___e. studying about underwater life
___f. learning to repair computers
___g. running for a public office
___h. babysitting
___i. running a hospital
___j. playing baseball
___k. working in a health spa
___l. acting in a school play
___m. newspaper photographer
___n. working at a gas station
___o. building a factory
___a. guiding a barge down river
___b. running large machines
___c. working on a dairy farm

___d. working at a nuclear plant
___e. catching fish
___f. office supervisor
___g. delivering mail
___h. planning meals for family
___i. perform test on patients
___j. arranging a vacation
___k. cleaning clothes
___l. working in a museum
___m. delivering telegrams
___n. McDonald's counterperson
___o. steel worker
___a. conducting a train
___b. assemble television parts
___c. raising chickens
___d. building a dam
___e. navigating a ship
___f. owning own business
___g. working in a court room
___h. decorating your home
___i. filling prescriptions
___j. give visitors hotel rooms
___k. designing clothes
___l. directing an orchestra
___m. design telephone systems
___n. moving warehouse boxes
___o. drawing plans for schools

Count how many of each letter you checked and write that number on the line.

___a. transportation
___b. manufacturing
___c. agribusiness
___d. environmental control
___e. marine science
___f. business and office
___g. public service
___h. consumer & homemaking
___i. health
___j. hospitality and recreation
___k. personal service
___l. fine arts and humanities
___m. communications and media
___n. marketing and distribution
___o. construction

CAREER ASSESSMENT

Write the names of the three clusters for which you checked the greatest number of phrases. If some scores are the same, choose the clusters which interest you most. Using "Occupational Clusters Reference Sheets", write three careers that interest you in each of these clusters.

Cluster 1. ______________________________

Career 1. ______________________________
Career 2. ______________________________
Career 3. ______________________________

Cluster 2. ______________________________

Career 1. ______________________________
Career 2. ______________________________
Career 3. ______________________________

Cluster 3. ______________________________

Career 1. ______________________________
Career 2. ______________________________
Career 3. ______________________________

From the nine careers listed on this page, choose the three that interest you most and write those careers on these lines.

Career 1. ______________________________

Career 2. ______________________________

Career 3. ______________________________

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW TO PREPARE FOR CAREERS IN WHICH I AM INTERESTED.
TIME: 1 1/2 HOURS
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: MAGIC MARKER, NEWSPRINT, PAPER TAPE

"INCREASED REALIZATION OF SELF"

INTRODUCTION: Knowledge of one's individual strengths assists in the evaluation of vocational possibilities.

PROCEDURE:

1. Explain the purpose for this activity. Also explain that though many people are reluctant to talk about their strengths for fear of being called a braggart, we should feel comfortable being honest about our genuine talents and strengths. Emphasize that this is a day strictly for focusing on the positive. Brainstorming some general areas of talent (academics, sports, hobbies, interpersonal relationships) also may be necessary to get things started.
2. Ask the students to take a large sheet of newsprint and a magic marker and list their strengths as they see them on one side of the newsprint.
3. Ask the students to attach their newsprint to the wall so that it can be read and marked on by others.
4. Invite all students to move around, read the newsprints, and put check marks if they agree with the strengths. They should also add strengths they think are missing.
5. After step 3 is complete, ask the students to stand by their newsprints and reaffirm their strengths verbally.

6. Discuss ways that they could enhance their strengths.

OBSERVATION NOTES:

It is often difficult for students to discuss their positive qualities. The leader must be responsible for circulating and helping the ones who hold back.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW TO PREPARE FOR CAREERS IN WHICH I AM INTERESTED.
TIME: CLASS PERIOD (45-60 MINUTES)
GROUP SIZE: CLASS OR SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: "WHAT I KNOW ABOUT ME" SURVEY

"WHAT I KNOW ABOUT ME"

INTRODUCTION: The initial step of formal career searching begins with the understanding of the relationship between a student's interests, abilities, and personality type and career choice. This activity begins to help students see the importance of understanding and identifying their interests, abilities, and personal strengths.

PROCEDURE:

1. Introduce the concept of identification of interests, abilities, and personal strengths as a key to successful career searching. Elicit examples of this from students' own experiences or those of family members.
2. Distribute surveys and request students to complete them in an honest manner. Emphasize that students must be factual in assessing their strengths and weaknesses, as this is a key concept in career searching.
3. Review the answers. Elicit responses from students, particularly the section where careers of interest are identified. Ask students how those selected careers match their interests and strengths. On the back of the survey, ask students to complete the sentence "I learned that---" about the activity.

OBSERVATION NOTES:

Be supportive and helpful to students who are reluctant to identify strengths or weaknesses. Many students are hesitant to disclose this information without support.

WHAT I KNOW ABOUT ME

My hobbies/interests are:
____
____
____
____
____
____

My values are:
____
____
____
____
____
____

My strengths are:
____
____
____
____
____
____

My weaknesses are:
____
____
____
____
____
____

My talents/abilities are:
____
____
____
____
____
____

My best school subjects are:
____
____
____
____
____
____

To overcome one of my weaknesses I intend to:
____
____
____
____

The following careers are interesting to me:
____
____
____
____

Area I- Category A- Competency 4

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW TO PREPARE FOR CAREERS IN WHICH I AM INTERESTED.
TIME: 1 CLASS PERIOD OR LONGER
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: "PREPARING TO ENTER AN OCCUPATION - A CHECKLIST"

"PREPARING TO ENTER A CAREER"

INTRODUCTION: This activity introduces students to the amount of education required for entering the occupation(s) being considered. The students will complete the form on preparing to enter an occupation-"a checklist". Next, the counselor will familiarize students with the form and clarify the terminology involved with future educational needs. Once students have done the worksheets and appropriate research has been conducted, discussion groups can be formed to further their understanding in career preparation.

PROCEDURE:

1. Use the attached form entitled, "Preparing to Enter an Occupation--A Checklist". Familiarize students with the form and clarify the following terminology:

    Graduation Equivalency Diploma (GED) test
    Associate's Degree
    Bachelor's Degree
    Master's Degree
    Doctor's Degree
    College/University
    Major/Minor
    Vocational/Technical
    Apprenticeship
    On-The-Job Training (OJT)

2. Ask students to complete the form, allowing adequate time for required research, and provide assistance/direction as needed.
3. Discuss responses to items on the form individually or as a group activity. Provide input as appropriate to ensure that each student has developed a valid checklist.
4. File a copy of each completed form with student's record for future reference.

OBSERVATION NOTES

After students have completed the "Preparing to Enter an Occupation--A Checklist", further research should be conducted. This activity may take several class sessions to complete.

PREPARING TO ENTER AN OCCUPATION--A CHECKLIST

Education

What amount of education is required for entering the occupation being considered? (check appropriate line)

___No Educational Requirements
___High School Diploma or G.E.D.
___High School Diploma
___Associate's Degree
___Bachelor's Degree
___Master's Degree
___Doctor's Degree

What areas of study offered in high school would be most helpful in preparing to enter the occupation being considered? (check appropriate line)

___English & Communication
___Fine & Performing Arts
___Foreign Language
___Health & Physical Education
___Math
___Practical Arts
___Science
___Social Studies
___Vocational/ Technical
___None

If a college degree is required for entering the occupation being considered:

1) What would be the major area of study pursued?

Response:____

2) Identify some colleges/universities that offer the required degree (list only those schools that would be given serious consideration):

____

____

____

____

____

3) Research each of the schools identified as offering the required degree in order to determine which would be the most feasible, beneficial and desirable to attend, and indicate the results by rank-ordering the names of the schools researched:

1st____

2nd____

3rd____

4th____

5th____

Training

Does entry into the occupation being considered require some amount of training? (check appropriate line) ___ yes ___ no

If yes:

1) How might the required training be obtained? (check appropriate line)

___ Through a Vocational/Technical School
___ Through an Apprenticeship Program
___ Through a Program Provided by the Employer (OJT)

___ Through Military Service
___ Other (please describe):

____
____
____

2) Identify some specific sites that offer the required training (as an example, if the training is available through military service, the specific site might be the U.S. Air Force as a trainee in aircraft mechanics):

____
____
____
____
____

3) Research each site identified for obtaining the required training in order to determine which would be the most feasible, beneficial and desirable, and indicate the results by rank-ordering the names of the sites researched:

1st____
2nd____
3rd____
4th____
5th____

MY PLAN FOR PREPARING TO ENTER AN OCCUPATION

Name of Student:

____

Name of School Student Currently Attends:

____

Location of School Student Currently Attends:

____

Grade Level of Student: ________

Name of Student's Counselor:

____

Title of Occupation Being Considered:

____

Date: ______________

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I HAVE MADE PLANS BEYOND GRADUATION (JOB OPPORTUNITY, TRAINING PROGRAM, COLLEGE/VOCATIONAL TECHNICAL SCHOOLS, FINANCIAL AIDS, MILITARY, ETC.).
TIME: 2 CLASS PERIODS(45-60 MINUTES EACH)
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: NATIONAL GUARD CAREER PLANNING WORKBOOKS AND/OR MATERIALS PROVIDED BY THE AGENCY: COMPUTER AND PRINTER; OTHER CAREER INFORMATION FOR USE WITH COMPUTERS, SUCH AS:
A) MO-VIEW-MICRO VIEW AND DISKS
B) MO-VIEW-SEARCH AND LEARN DISKS
C) MICRO-VIEW GUIDE SHEETS

"NATIONAL GUARD CAREER PLANNING WORKSHOP"

INTRODUCTION: Making a career choice is an important as well as difficult task. There are many students who have not yet made a career choice by the junior year. This workshop and the activities that follow will offer opportunities for students to explore careers further and encourage them to select or refine career goals. Prior to the lesson it will be necessary to contact the Missouri National Guard in your area to make arrangements for the workshop or to call the State's Education Counselor for the National Guard in Jefferson City for further information at (314) 751-9685.

PROCEDURE:

1. Prepare students for the workshop by:

   a) Noting the number of students who have made a decision regarding a future career.
   b) Supporting students who have made a decision by emphasizing that care and thought must be used in making such a decision.

c) Emphasizing that declaring a career choice now will offer better opportunities for gaining assistance in the near future.

2. Introduce the National Guard representative as a person who will assist them in selecting or refining career goals and provide information on assistance available through the National Guard.
3. Schedule follow-up sessions with the students who request further exploration with career information designed for use with computers and printers.
4. If possible, provide each student with a sample print-out of a career description for future reference.
5. Provide individual or small group sessions and discuss additional possibilities for assistance.

OBSERVATION NOTES:

Plans for the Career Planning Workshop should be made well in advance to allow time for planning. English and social studies classes are suitable for this type of presentation.

Area I- Category A- Competency 5

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I HAVE MADE PLANS BEYOND GRADUATION (JOB OPPORTUNITIES, TRAINING PROGRAMS, COLLEGE/VOCATIONAL TECHNICAL SCHOOLS, FINANCIAL AIDS, MILITARY, ETC.)
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: NONE

"OPTIONS FOR THE FUTURE"

INTRODUCTION: This activity may be conducted in a discussion group on options for planning the future in terms of education, training and work. The discussion is based on the topics listed on the following pages. The counselor may wish to break up the class into small groups with a leader for each group.

PROCEDURE:

Ask students to "brainstorm" a list of options for planning their future in terms of education, training and work. Prepare for discussing the options, and schedule discussion sessions. Examples of potential discussion topics:

1. Quit School
    a. Why do students quit school?
    b. How many of you have considered quitting school? What has prevented your doing so?
    c. Let's talk about specific cases of acquaintances who have quit school.

1. What are they doing?
2. Where are they living?
3. Are they self-supporting? If so, how are they earning their income? If not, how might they become self-supporting?

d. What are some reasons for remaining in school until after graduation?

2. Graduate from High School:

a. Relax.

1. How could this be beneficial?
2. How could this be harmful?

b. Get married.

1. How could this be beneficial?
2. How could this be harmful?
3. What things should be considered before deciding to marry immediately after graduation?
4. How many of you are considering marriage immediately after graduation?

c. Find a job.

1. What job will you be seeking?
2. What are some jobs available to high school graduates?
3. What are some jobs that require education beyond high school (either college or technical education)?
4. Can most jobs available to high school graduates be obtained by college graduates?
5. What specific skills or characteristics do you have that would be of value to an employer?

6. What jobs are currently held by acquaintances who have graduated from high school?
7. What jobs are currently held by acquaintances who have completed some education or training beyond high school?
8. Compare the jobs that are currently held by acquaintances who have dropped out of high school with the jobs held by acquaintances who have graduated from high school, and with the jobs held by acquaintances who have completed some education or training beyond high school in terms of salary, working conditions, fringe benefits, opportunities for advancement, job security, etc. Does it appear that job opportunities, salaries, etc. increased or improved through acquiring additional education or training?
9. Are you perhaps limiting the job options available to you?

d. Join the military.

1. Due to the all-volunteer concept used by the military, most branches have become more selective in their recruitment of people. How might this affect you?
2. What skills are required for acceptance into the military?
3. Are jobs that are of interest to you available in the military?
4. What are the educational opportunities provided by the military?
5. In order to enter the military, one must pass a test called the ASVAB. Some individuals fail the test on their first attempt. How could you improve your chances for passing the test?

e. Enter an apprenticeship.

1. What is an apprenticeship?
2. What is a labor union?
3. Which labor union is most likely to offer an apprenticeship program of interest to you? Where is the nearest Local of that labor union located?
4. How does one apply for an apprenticeship?

5. What are the advantages of apprenticeship training vs. attending a vocational or technical school?

f. Enter a vocational or technical school.

1. What schools are available, and where are they located?
2. What should one consider in selecting a school?
    accreditation
    length of program
    housing/meals
    local cost of living
    entrance requirements
    cost
    transportation
3. What programs are offered at schools being considered?
4. Does the area of training being considered coincide with your job goals?
5. Is the area of training being considered required for job entry or advancement?
6. Does the school offer job placement services, and, if so, to what degree of success?

g. Enter a junior college.

1. What are the possible advantages of attending a junior college rather than a four-year college or university?
2. What schools are available, and where are they located?
3. What should one consider in selecting a school? Should the same consideration apply when choosing a vocational or technical school?
4. Does the area of study being considered coincide with your job goals?
5. Do you plan to continue your education beyond junior college? If so, where, and will all credits earned at the junior college being considered be accepted by the college or university?

h. Enter a four-year college or university.

1. What area of study are you considering?
2. What schools are you considering, and where are they located?

3. What should one consider in selecting a school? Should the same consideration be given when selecting a vocational or technical school or junior college?
4. Does the area of study being considered coincide with your job goals?
5. Do you plan to continue your education in a graduate school program? If so, in what area of study? Where do you plan to attend?

Review the various options. Assign an essay regarding the option(s) they are considering. The essay should include information obtained from discussions with parents, other relatives, friends, and people who are currently pursuing the option(s).

OBSERVATION NOTES

After the discussion is finished, students may wish to write an essay regarding the option(s) they are considering.

Area I- Category A- Competency 5

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I HAVE MADE PLANS BEYOND GRADUATION (JOB OPPORTUNITIES, TRAINING PROGRAMS, COLLEGE/VOCATIONAL TECHNICAL SCHOOLS, FINANCIAL AIDS, MILITARY, ETC).
TIME: 30 MINUTES
GROUP SIZE: CLASS OR GROUP, FOLLOWED BY INDIVIDUAL CONFERENCES, COLLEGE INFORMATION FILE MAY BE USED AS FOLLOW-UP ACTIVITY TO STUDENTS WHO DISPLAY MORE INTEREST.
GRADE LEVEL: 11-12
MATERIALS: SELECTING POST HIGH SCHOOL TRAINING WORKSHEET

"IDENTIFYING POST HIGH SCHOOL DIRECTIONS"

INTRODUCTION: This activity will help students decide whether to continue with their schooling and whether to commit themselves to going to college or to another kind of school or institution. Many students opt to go to college without weighing what college commitment involves. Others reject post-high schooling because they think college is the only kind of post-high schooling available. Students can read the information and respond in writing to the questions posed, then each can discuss the answers during an individual conference if desired.

PROCEDURE:

1. Introduce the concept of post-high school training as a viable option for many students, but students are often unclear on the options available.
2. Explain that post-high school training involves either education or training that aims toward a specific career, and that students need to have a somewhat clear career goal in mind in order to make intelligent decisions.
3. Stimulate individual thought by presenting the worksheet. Encourage students to answer the questions fully.

4. Encourage students to begin a formal process of pursuing post-high school plans for training if that appears to be consistent with their career goals.
5. Inform students of research materials available in your particular school or school district.

OBSERVATION NOTES:

Students who are unclear or vague about post-high school plans should benefit from small group or individual exploratory activities.

POST-HIGH SCHOOL TRAINING WORKSHEET

I. How about going to college?

  A. Do you really want to go to college?
    1. Is your high school record good?
    2. Do you have good study habits?
    3. Can you write and speak English correctly?
    4. Can you read well?
    5. Does the career you are thinking of require additional schooling?
    6. Do you like to study and desire to learn the kind of information you expect to learn in college?
    7. Can you afford to go to college?

  B. Do you know about the various kinds of colleges?
    1. State Colleges - maintained by the state primarily for people within the state; often stress agriculture programs, home economics, mining, forestry; low cost to student.
    2. Large Universities - made up of various schools; liberal arts, fine arts, engineering, etc.; usually co-ed; wide geographical distribution of students; often graduate and professional schools connected with them; tuition charged; private universities cost more than state.
    3. Liberal Arts Colleges - usually straight liberal arts with opportunity to major in specific subjects; some include business administration and education; usually privately endowed and often connected with church group; strive for geographical distribution in student body and balance between men and women students; requirements vary from school to school.
    4. Men's and Women's Colleges - vary in size; curriculum adapted for interests of men and women; various requirements for admission; Eastern colleges stricter admission requirements than most co-ed colleges.
    5. State Teachers Colleges - maintained by state to train teachers for the state; low cost.
    6. Junior Colleges - private and public; courses include first two years of college or a terminal program at end of two years.
    7. Miscellaneous - professional colleges; theology, law, medicine, etc.; institutes of technology; science.

II. How about vocational/technical education?
   A. How much time do you want to spend in training?
   B. Do you want to work while you train?
   C. What kind of salary will you earn when you learn your trade?
   D. How many jobs will be available to you when you finish your training?
   E. Do you need any special courses or skills to get into this school?
   F. How much will your training cost?
   G. How will you finance your training?
   H. Can you get training in the St. Louis area?

III. So, what's your thinking about post-high schooling for you?

Area I- Category A- Competency 5

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I HAVE MADE PLANS BEYOND GRADUATION (JOB OPPORTUNITIES, TRAINING PROGRAMS, COLLEGE, VOCATIONAL TECHNICAL SCHOOLS, FINANCIAL AID, MILITARY, ETC.)
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 11-12
MATERIALS: PACKET

"AFTER GRADUATION-WHAT?"

INTRODUCTION: Students will learn of the many varied avenues to pursue after graduation. Students will be given the printed information and will then be asked to discuss and plan how to further pursue identified post-graduation interests.

PROCEDURE:

1. Students will be selected or asked to volunteer for this informational group meeting.
2. Students will be given the packet and will discuss the contents.
3. Ask each student to tentatively identify their area of interest upon graduation.
4. Assist students in identifying additional sources of information about their area of interest.
5. Conduct a follow-up meeting (2-3 weeks) with a discussion of current progress or problems.

OBSERVATION NOTES:

Students who cannot identify realistic goals for post-graduation would benefit from individual counseling to assist in goal setting, decision-making skills.

TYPES OF POST-HIGH SCHOOL TRAINING

Some methods for gaining direct occupational preparations are listed below.

I. On-the-Job Training

A. Employers train employees while they are working.

B. On-the-job training opportunities are available in business, sales, secretarial/clerical service, mechanical/technical and medical related fields.

II. Apprenticeship Programs

A. An apprentice is a paid worker who becomes an expert in his/her field through a one-to six-year training program while he/she is working.

B. Apprentices are in training in every major industry. Some of the apprenticeable occupations include carpenter, chef, machinist, optician, tool and die maker. There are many more - over 400 apprenticeable trades.

C. The agency to be contacted for the most up-to-date information:

MO State Office of Apprenticeship and Training
210 N. Tucker Blvd., Room 547
St. Louis, MO 63101

D. The following written materials in the Guidance Office can be very helpful in understanding the apprenticeship process:

Apprenticeship Handbook (a listing of all the registered and non-registered apprenticeship programs in Missouri).

Jobs For Which You Can Train Through Apprenticeship, U.S. Department of Labor, Bureau of Labor Statistics

III. Business, Technical and Trade Schools (also called Vocational Schools or Proprietary Schools)

Note: These schools as well as the technological institute and the occupational programs at 2-year colleges often train especially for technician careers (the scientist or engineer does the theoretical work; the technician transfers theory into action). The demand for people with technical skills is growing twice as fast as for any other group.

Private, profit-making schools provide training programs directed to a particular trade or business position.

1. Cost of these schools varies considerably and several should be considered before selecting one. It should be discussed with parents and counselor before any contracts are signed.

2. You should visit several; they usually do not have a college campus atmosphere.

3. The Guidance Office has files on many Missouri and St. Louis area vocational schools. Students have the opportunity to visit representatives of these schools at various times throughout the year.

IV. Nursing Schools and Allied Health Training Programs (examples are provided, not a comprehensive listing)

(Special files on nursing programs and allied health programs are in the Guidance Office)

A. Nursing Programs

1. Practical Nursing Program (LPN) - one year training available at St. Mary's Hospital and Webster University.

2. Associate Degree Education for Nursing - available at St. Louis Community College and at some four years schools such as Southeast Missouri State, Central Missouri State.

3. Diploma Program - three-year programs leading to a Registered Nurse license - available at hospital schools such as St. Luke's, Jewish, Missouri Baptist, DePaul, Barnes, Deaconess, Lutheran.

4. Baccalaureate Degree Programs in Nursing - four-year programs combining college with registered nurses' training - available at St. Louis University, University of Missouri, Northeast Missouri State and others.

B. Allied Health Programs - examples

1. Dental Assistant - one year
2. Dental Lab Technician - two years
3. Para-medical training - one year
4. Inhalation Therapist - two to four years
5. Radiological Technician - one year
6. Occupational Therapy Assistant - two years

V. Fine Arts Schools

Programs offered at these institutions vary considerably. Some require considerable talent and skills and may lead to direct job placement. Others provide courses which may help develop talents but are primarily for pleasure. Contact your counselor before signing any papers or making a definite choice about which school may be best for you.

VI. Military Service

A. Some military jobs are very similar to those in civilian life. Therefore, the training for and experience in such military jobs can be helpful in testing out or preparing for a civilian career.

1. Information on some of these jobs is available on the MO-View.

B. Financial aid for education is available through the military.

C. Although joining the military is a patriotic act and can be extremely beneficial to the young man or woman involved, it should be discussed with parents and counselor BEFORE any documents are signed.

D. Brochures on the offerings of the different branches of the service, including the ROTC, National Guard, Merchant Marine, Coast Guard and the delayed entry program are available in the Guidance Office.

E. Representatives from all branches of the military may visit most high schools at various times throughout the year.

VII. The Community (two-year) College

A. Offers two types of programs:

1. Transfer: for students wishing to continue at a four-year college

2. Occupational: for students wanting specialized training in a specific occupation (two-year)

Examples of occupational programs include:

Career Programs: Accounting, Administrative Medical Assistant, Advertising, Advertising Design and Commercial Art, Architectural Technology, Automotive Technology, Aviation Technology (Air Traffic Control, Flight Emphasis, Combined Options), Bio-Medical Engineering Technology, Building Inspection and Co-ed Enforcement Technology, (Home Inspection Option), Chemical Technology, Child Care Assistant, Child Development Associate, Civil Engineering Technology, Clinical Laboratory Technology, Construction Technology, Court and Conference Reporting, Criminal Justice, Law Enforcement Option, Corrections Option, Data Processing, Dental Hygiene, Dental Laboratory Technology, Dietetic Technology (Nutrition Care and Food Service Management Options), Electrical Engineering Technology, Electronic Engineering Technology, Fashion Merchandising, Fire

Protection Technology, Funeral Service Education, Graphics Technology, Horticulture, Hospitality, Restaurant Management, Human Services, Corrections Emphasis, Industrial Electronics Technology, Industrial Engineering Technology, Legal Assistant, Legal Secretary, Library Technical Assistant, Management and Supervisory Development, Material Management Option, Mass Communications, Mechanical Engineering Technology, Nursing, Plumbing Design Technology, Radiologic Technology, Real Estate, Respiratory Therapy, Retailing, Safety Technology, Sales, Secretarial, Technical Illustration, Tourism.

Certificate of Proficiency: Aviation Technology (Air Traffic Control, Flight Emphasis Options), Building Inspection and Code Enforcement Technology, Business Administration, Chefs and Cooks Apprenticeship, Clerk-Typist, Criminal Justice, Law Enforcement Option, Corrections Options, Data Processing, Dental Assisting, Dietetic Assistant, Engineering Drafting, Civil Option, Mechanical Option, Fire Protection Technology, Food Distribution Technology, Graphics Technology, Legal Assistant, Management and Supervisory Development, Material Management, Medical Office Assistant, Medical Transcription, Operating Room Technology, Respiratory Technology, Safety Technology, Secretarial.

B. Has these special considerations:

1. Public community colleges are generally the least expensive way to go to college.
2. Many community colleges have "open door" policies, but specific programs often have higher requirements. At a community college, students are often given a "second chance" to determine whether or not they wish to pursue further academic work.

Area I- Category A- Competency 5

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I HAVE MADE PLANS BEYOND GRADUATION (JOB OPPORTUNITIES, TRAINING PROGRAMS, COLLEGE/VOCATIONAL TECHNICAL SCHOOL, FINANCIAL AID, MILITARY, ETC.)
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 11-12
MATERIALS: COLLEGE PLANNING THINK SHEET AND COLLEGE PLANNING MANUAL

"COLLEGE PLANNING"

INTRODUCTION: Students who have indicated an interest in attending college may meet in small groups to discuss and review the college planning material.

PROCEDURE:

1. Students previously identified by advisors will be asked to attend a small group meeting in early September of the Junior and Senior year to find more information about college and to further identify and clarify college goals.
2. Students should fill out the college planning think sheet to enable them to clarify college goals and expectations.
3. Students will review the college planning packet and keep it for further reference.
4. A follow up session should be scheduled to discuss concerns and determine progress towards college goals.

OBSERVATION NOTES

Students who indicate an interest in college need to be encouraged to follow up their interest with appropriate actions at the appropriate times. Students who seem uncertain how to proceed or plan a procedure need individual help with goal setting and following a plan to its conclusion.

COLLEGE PLANNING THINK SHEET

I. Who should go to college?

I believe I have the following qualities necessary for success in college:

____

____

____

II. Considerations in choosing a college

A) I think a college with the following characteristics would be best for me:

___a large university

___a small private college

___a school in another state

___a medium-sized college

___a school in my hometown

___a school located________

B) I want the school I attend to have the following special facilities (such as, a large theater, handicapped access, a computer lab open to all, etc.)

____

C) The school I choose should accept students in the following range of SAT, ACT or other college placement scores:____

D) My parents and I have discussed college and they suggest the following cost and location ideas:__________________

____

E) I would like to attend:

___a highly selective

___a moderately selective

___a not very selective school

COLLEGE PLANNING MANUAL

I. Who Should Go to College?

Certainly not everyone should plan to attend college! As you have just seen in the previous section, there are many ways to get post high school training. Not every teenager has the ability or the desire to go to college, and it is no disgrace to fall into either of these categories. Ignorance of one's interests and abilities can result in a great deal of heartache and disappointment for both you and your parents.

Generally, Americans have come to believe that all who have the ability and the desire to go to college should have the chance to do so. There is a college for everyone who desires to attend. However, you must still ask yourself, "Do I have this desire and ability?" Interest in continuing one's education is an important item to consider in discussing what to do after high school.

Those seriously considering college should like to do mental work, be intellectually curious, have initiative, assume responsibility for working on their own, and have a high school record that indicates a good chance for success at the college level. Many careers demand a college education. Another fact to consider is that more and more jobs that until fairly recently required only a high school education now call for additional technical or other type of training. It must also be pointed out that college can provide opportunities for personal growth and development that are not always directly related to career preparation, but would help one to enjoy a fuller and more meaningful life.

II. Considerations in Choosing a College

Many parents and students labor under the impression that there is only one college that will fit their needs. Practically speaking, however, there are probably many colleges among the more than 3,000 accredited institutions of higher learning in the United States that are equally suitable. The final selection of a college rightfully belongs to the student, but parents (and the high school counselor) should point out what to consider.

A. Dos in Choosing a College

1. The most important of all considerations is whether the college is right for you in terms of personal motivation, goals, abilities, interests, needs, and personality. What makes a college right involves many things including its size, location, facilities, admission requirements, and the kind of intellectual demands placed on a student by the faculty. You must be realistic in evaluating your abilities in terms of what the college requires.

2. Parents! Parents can be helpful in many ways. They certainly need to know you're thinking. They should be consulted about college costs and the location and distance to your college choice. Often they can assist you in clarifying your own ideals. Share your feelings. Don't overlook this valuable resource.

3. Size of school - Do you want a school of 500, 2,000, 5,000, or 40,000? Consider carefully the advantages and disadvantages of each size. Your counselor will be glad to discuss these factors with you.

4. Location - Would you prefer a school in Missouri or one in another part of the country? Should it be located in a large city, a suburban area, or small town? Much can be said for attending a school away from home. On the other hand, there may be circumstances which dictate that the student attend a nearby college.

5. Church related or independent - Have you considered any of the colleges related to your denomination? Most church-related colleges today admit people of all faiths and require no religion course which would be contrary to a student's beliefs.

6. Cost - Basic costs for room, board and tuition will vary widely. The most expensive does not necessarily provide the best education, but neither is the least expensive always a bargain. Money is available for those who demonstrate need on one of the two need analysis forms (discussed under the Financial Aid Section).

7. Selectivity - What kind of competition will you face? How does your rank in class and test scores compare with the typical freshman entering a particular college?

8. Does it have strong courses in your main area of interest?

9. Does it have adequate libraries, laboratories, and other facilities? Does it promote well-balanced programs in extracurriculars?

10. It is important to remember that a college education should prepare students for living, as well as for earning a living.

B. Do Nots in Choosing a College

1. Do not choose a college without considering several different kinds of colleges.

2. Do not choose a college just because friends or relatives attend or have attended that school. They may (or may not) know a great deal about colleges they recommend. Often they are not in a good position to know how well-suited the colleges are for the students.

3. Do not choose a college merely because it is inexpensive before thoroughly investigating financial aids available at more expensive institutions.

III. Exploring College

The best way to gain information on a school is to visit the campus and talk with students as well as admissions personnel and faculty.

The next best opportunity to learn about a school is to talk to college representatives at the college-fair programs or as they visit your high school.

The following is a list of questions for you to consider as you explore colleges.

A. Sample Questions to Ask as You Explore Colleges

The purpose of this set of questions is to help you organize your college exploration. Remember, there is no one college for you - there are many at which you can be happy and meet your educational goals. Look for learning climates which you feel will challenge you and fit your style.

Talk with students as well as admissions' staff-members.

The Academic Environment

1. What areas of study are emphasized, and how do they fit your field of interest and ability? Is the college strong in science, fine arts, the humanities, your areas? How many students are in your areas of interest, and how does this number compare with other fields?

2. What courses are included in a typical freshman program? What are the sizes of these classes? Do students select all their courses or are there core requirements?

3. How many students do not return after the freshman year?

4. How intense is the academic atmosphere (average hours spent studying, library full on weekends, average SAT, ACT scores, etc.)?

5. What are the library's hours? Would you want to spend much time there? Where do most students study?

6. Are members of the faculty and administration easily accessible to students?

7. Do many students study abroad? What percent go on to graduate school?

8. Would high school credits in some advanced courses qualify you for advanced placement? What scores are needed for credit? Do they vary in departments?

The Students

9. What were some initial reactions of freshmen when they first came to the campus? What do juniors say are the strengths and problems of the college?

10. What special interest groups - clubs, publications, teams - in your field are active (or in existence) on the campus?

11. What is the ethnic, religious, racial make-up of the student body? Where is the location of a church/synagogue of your choice?

12. What social and academic benefits would you receive from membership in a fraternity or sorority or living in a cooperative house? What percentage of students belong?

13. What percentage of students are from other states? Countries?

14. How is the advising system organized and who are the advisors?

The Campus

15. Is the college a part of the surrounding community or set apart from it as a self-contained unit? If this is a rural area, how far to the nearest town and how do students get there?

16. What method of transportation would you use to get around campus? Walking? Car? Bus? Bike? What regulations govern freshman use of these?

Housing

17. What percentage of students live in dorms? Co-ed dorms? Co-ed floors? Do all freshmen live in dorms?

18. How are roommates assigned? How many are assigned to a room?

19. Are phones available?

Food

20. Is there a meal plan?

21. How many meals are served each week?

22. Are refrigerators available?

23. Is cooking allowed in the room?

Your Individual Questions

1. Sports, activities, travel, work programs, summer programs, etc.

2.

3.

B. Visiting College Campuses

Colleges are happy to have you visit, but there are certain courtesies and preparation necessary to make your visit most worthwhile. Following are some suggestions:

1. The best visits include seeing the campus on school days when you can observe classes in session, spend a night in a dorm, and talk with students, admission officers and faculty members in your area of interest. Most visits can be arranged by calling or writing the admissions office two to three weeks in advance. (At highly selective schools it may be necessary to request fall interviews as early as July or August). Follow your phone call with a written confirmation.

2. If you are planning to spend some time on the campus and wish to have an interview, arrange your interview near the end of your visit. You will then have talked with students and seen areas first hand which can help you in the interview. (See below).

3. If your application is not on file at the college, obtain a copy of an unofficial transcript from the registrar to take with you.

4. If your visit requires short notice (such as when you are traveling in an area near a college), call the admissions office and ask if it would be possible to have a tour of the campus and at least speak briefly with an admission officer.

5. Research the college before you visit. If you have not already obtained information from the college, facts such as size of school and general admissions requirements are available from reference books and files in the Guidance Office.

6. Visit the neighborhood in which the college is located. Look for transportation facilities.

7. Read the campus newspaper to learn campus issues.

C The Interview

1. Remember, the person interviewing you is eager to get to know you and is almost always on your side. An experienced interviewer is well aware that you may be inexperienced at interviewing and will try to put you at ease. She/he will want to answer your questions but will be more interested if you've done your home-work about the school and don't ask obvious questions which are available in the reading matter. (See "Sample Questions to Ask As You Explore Colleges".) Questions about the college curriculum, its activities, and ways of teaching often indicate your degree of interest in an education.

2. Know yourself - your rank, your test scores, your present areas of interest. If you are undecided about careers, feel free to say so (seventy percent of college students change their intended majors). It is wise to recognize you are going to college to learn and to think through some areas you would like to explore, competencies you would like to develop, projects or situations that intrigue you. Some interviewers may ask questions like what books have impressed you and why, what you feel have been your most significant contributions to school or community, what would be the "good life" for you twenty years from now, what you would like to do if you didn't go to college.

3. Be honest! You and your interviewer both know everyone has strong and weak points. Hopefully, college will help you with some of the latter and promote the former. You can learn a great deal about the college in an interview. In many cases the interview may not carry much weight in your final admission decision, but it is important to get your questions answered and leave as good an impression as possible.

4. If your parent or friend accompanies you to the college, plan to have your interview alone. Most admissions officers prefer to talk with your parents after talking with you rather than during the interview.

5. Dress neatly and comfortably.

6. Your interview may be with a senior student. Sometimes these are the best interviews because these students often take their work more seriously than professional interviewers who may have been hired by the admissions office. Don't write off the college just because you had a bad interview! Interviewers have bad days too!

7. After your return home, write a thank-you note. Courtesy is always appreciated.

D. Suggested Procedure on How to Visit a Representative: (This may be adapted to the policies of the individual district)

1. Obtain a pass in the Guidance Office to show your teachers. (Students may be excused from class provided they obtain teacher's permission).
2. Register on attendance sheets during the session.
3. Representatives will meet with students in the Guidance Office.

Preparation

1. It is always well to have read at least some information about the college (example: the college's page in The College Handbook).
2. Also refer to "Sample Questions to Ask as You Explore Colleges".

IV. Admissions Policies

Colleges and universities have varying admission practices. Information pertaining to the policy of a prospective school will be found in its publications. Some of the most frequently mentioned practices are:

A. Early Admission: An exceptional student would terminate his high school education after his junior year and enroll in college. Admission is generally highly selective.

B. Early Decision: Students who have demonstrated sound academic ability apply for admission to their first choice college during the summer before or very early in their senior year. Notification of admission is given usually in December or January. Restrictive policies vary with each school and must be checked carefully to see if early decision works to the individual's advantage.

C Early Action: Offered by Massachusetts Institute of Technology, Princeton, Yale, Brown, and Harvard universities.

This plan does not require a commitment to attend, although it is highly recommended by these schools that students limit applications (preferably two).

D. Rolling Admissions: The college will notify the applicant as soon as the application has been processed.

E. Deferred Admission: High school seniors are guaranteed admissions to college a year after graduation.

F. Open Admission: Students accepted upon application (usually community colleges).

G. Deadline Admissions: Specific application deadline and notification dates are established. If a student meets the application deadline (usually January), he is notified by the university of the admission committee's decision by May.

V. Tests

Who should take them? When?

Tests will give you additional knowledge about your interests, aptitudes, and abilities. Taking advantage of testing opportunities during the high school years may allow flexibility later. For example, you may attend UMSL which requests the ACT, but later need the SAT in order to transfer. As you progress with career plans, your test scores are retained in your record for future use at your discretion.

Note: It is recommended that juniors not take the SAT or ACT until one of the later test dates. Seniors who have not taken SAT or ACT should sign up for November or December testing.

A. The College Board Admissions Testing Program (ATP)

The College Entrance Examination Board offers the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and 15 Achievement (subject matter) tests. They are used by numerous colleges to evaluate admission candidates.

1. THE PRELIMINARY SCHOLASTIC APTITUDE TEST/THE NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)- is offered in October to high school juniors. It is a multi-choice test, scored on a scale of 20 to 80, that measures verbal and mathematical abilities. The PSAT/NMSQT scores are used for earlier and better informed college guidance. The PSAT/NMSQT score is used by the National Merit Program for awarding scholarships and recognition of Commended students and finalists. The test is generally administered on a Tuesday. Students pay a nominal fee at the time of registration.

2. THE SCHOLASTIC APTITUDE TEST (SAT) - It is a three-hour test administered on the morning of each test date. Many colleges require that candidates for admission take this test. These test scores give college admissions officers and scholarship sponsors one indication of a student's ability to do college work. The school record, especially the grades in college preparatory subjects, gives them another indication. The verbal section of the SAT has two sub-scores - Reading (sentence completion and comprehension) and Vocabulary (analogies and antonyms). The math score is reported as one score. The verbal and math scores are reported on a scale of 200 - 800. Students secure a registration form in the Guidance Office. Students complete the form and attach a check for the test fee and mail it before the prescribed deadline. Registration deadlines generally occur 5 - 6 weeks before the test.

   Walk-in Registration - is available and will be limited to available space and textbooks after registered candidates have been processed and accommodated. It is offered without any guarantees on a first come, first-served basis. There is an additional walk-in fee.

3. Achievement Tests (ACH) - are offered concurrently with the SAT's - up to six (6) times a year. These one-hour tests are given in the morning of each test date. A maximum of three tests may be taken on any one date. These tests are scored on a scale of 200-800 and measure

HS-70

the level of achievement in a particular subject area. They are offered in the following subjects:

American History/Social Studies
Biology
Chemistry
English Composition Test
French
Literature
Physics
Spanish
European History and World Culture
Mathematics Level I
German
Mathematics Level II
Hebrew
Latin

4. The English Composition Test (ECT) with Essay - is offered as one of the College Board Achievement Tests. It will only be offered once as part of the December administration. Students who prefer a test that includes an opportunity to write an essay should take this test. Colleges that consider a test with an essay preferable to a measure that only uses multiple choice questions can require or recommend that students take the ECT with an essay in December.

B. The Enhanced American College Test (ACT) (ACT ASSESSMENT TEST)

The Enhanced ACT Test battery consists of four subjects: English, Mathematics, Social Studies, Natural Sciences and the Student Profile Section. The subtests measure ability to perform typical intellectual tasks asked of college students, and thus provide an indication of a general scholastic ability factor. Subtest items are designed to indicate intellectual skills and abilities. They do not deal with specific and detailed content. The Student Profile Section helps the college evaluate relevant information about the student. Because the subtests differ in number of items or degree of difficulty, it is necessary to convert raw scores into standard scores if comparisons are to be made between subtest scores. ACT uses a low scale of 1 to a high of 36 in scoring each subtest. For ease in interpretation, the standard scores are converted into percentiles.

C The Schools College Ability Test (SCAT)

This is a one hour test that measures verbal and mathematical ability. Some schools in Missouri will use these results for admission in lieu of the ACT or SAT.

D. Armed Services Vocational Aptitude Battery (ASVAB)

This test is designed to identify individual aptitudes so that a student may identify career fields to explore.

Description - The ASVAB consists of twelve tests: General information, numerical operations, attention to detail, word knowledge, arithmetic reasoning, space perception, mathematics knowledge, electronic information, mechanical comprehension, general science, shop information, automotive information.

E. College Credit by Examination

I. Advanced Placement Tests (AP) - are offered in nineteen subject areas. Music tests are offered in Music Theory and Music Listening and Literature. The test results have no direct impact on college admission. In fact, the results of the APs are generally not available until after you have been admitted to college. Students receiving scores of 4 or 5 on the 1 - 5 AP grading scale may receive college credit. Some students may take the AP and do well; this generally requires work beyond the normal classroom requirements. Students should ask in the Guidance Office for information about these tests.

The student who qualifies for placement into advanced courses through AP avoids being required to repeat the same course material and instead is able to take new, more challenging courses as an entering freshman.

An individual who received college credit for AP work may have many options opened in college, such as entering honors programs, enrolling in intriguing courses in other disciplines without adding to one's course load, being able to cut back on courses during a semester of heavy reading and taking graduate courses while an undergraduate and still graduating in four years.

2. College Level Examination Program (CLEP) - is another means of receiving college credit for knowledge already acquired before college enrollment. CLEP consists of general and subject examinations. Registration to take CLEP is made directly to a university test center. Since college credit by examination policies vary considerably, you should wait until you have made your final college decision to see what testing is appropriate.

F. "Good Habits for Test Taking"

1. Get a good night's rest.
2. Arrive at the test room a few minutes early.
3. Take at least two #2 pencils (sharpened).
4. Make yourself physically comfortable during the test.
5. Listen very carefully to any instructions given.
6. Read the directions carefully.
7. Try to answer the easier questions first.
8. Look for "leads" in one question that may help suggest answers to other questions.
9. Budget your time.

VI. THE COLLEGE APPLICATION - STEPS IN APPLYING TO COLLEGE

A. Application Forms

You may either see your counselor or write directly to a college admissions office to request an application form.

B. Sample Letter

On the following page is an example of a letter to a college to secure information and obtain application forms. The addresses of all colleges are available in the Guidance Office.

C When to Apply

The time for application depends entirely on the college. Some colleges will close admission to the freshman class by November of your senior year, while others will accept applications as late as the summer after graduation. Keep in mind that the counselor should have the completed application for processing three weeks prior to the deadline date. Applications with a January 1 deadline must be to the counselor by December 1 to ensure processing before the closing of school for the winter break. The following guidelines may help:

1. Apply to the selective private schools before December 1.
2. Apply to other colleges and universities before the end of seven semesters (except in rare cases).

D. Test Scores

You must arrange to have your ACT and/or SAT scores sent directly from the testing companies to each college to which you apply. This is done in one of two ways:

1. By listing the code of the college on the test registration form before taking the test, or
2. By filling out an Additional Score Report form available in the Guidance Office ($3.50 - $4.00 per college) and mailing it to the testing company.

E. Completing and Filing Applications

1. After you receive the application forms, fill in all applicable parts neatly.
2. Complete the Transcript Release form (available in the Guidance Office or from the registrar)
3. Bring any counselor or teacher recommendation form to the proper person. (Must be three weeks before deadline).
4. Mail your application form with application fee (check attached) to the college admissions office.

5. Return transcript request with $1.00 to the registrar.

6. The school will be responsible for mailing recommendations and transcripts.

7. The student is responsible for mailing application.

Sample Letter Asking for College Information

Street Address
City, State & Zip
Date

Director of Admissions
Name of College
Address of College
City, State, & Zip

Dear Sir:

I am a student at ______________________________ and will graduate in June, 19__. I am interested in attending ____(Name of College) beginning __(Month), 19__.

Would you please send me an application, a catalog, and any other information regarding your_____(major field(s) department(s)?

Since I am interested in financial aid, please send me the necessary forms and information. (Include this if you are intending to seek financial aid).

Thank you for your consideration.

Sincerely:

Your Name (Type or Print)

VII TIPS FOR COMPLETING COLLEGE APPLICATIONS

In an admissions report from the Massachusetts Institute of Technology's Education Council the following reminder was given to future applicants: "People do not apply to colleges; folders do. The folder and application are a single opportunity to influence the process. Approach each aspect of the application as an opportunity. Devote time and thought to each of the various portions".

As you think about your folder circulating among an admissions committee, consider the following:

1. Read every word of the directions before you even print your name.

2. Demonstrate your best work - something of which you can be proud.

3. Essays should be error-free, thoughtful, logical and organized. Do not over-reach. Use comfortable vocabulary. Be yourself. "The essay should say something the rest of the application barely suggests - a talent, an interest, thoughts on a world or local problem, a personal accomplishment".

4. Do not write what you think the admissions office wants. The committee reading your application wants to know you - whatever you think and do. No matter how "ordinary" you may feel, your folder represents a different individual from all the others.

5. Use specific examples when describing your interests and achievements. Explain your involvement - why the things you chose to discuss are important to you. It is better to emphasize the degree of involvement in a few activities than a long list of superficial interests.

6. Why are you going to college? To learn? To learn what? Why? A college should be convinced that you truly want an education. Avoid simplistic answers and reasons. If you want to be an engineer, for example, cite some

experience from your own life or thought that led you to this present choice.

7. If humor is a part of your style, feel free to use it.

8. Typing or printing is acceptable. In some cases, you will be required to write an essay in your own handwriting. Neatness and legibility are obviously essential.

9. Proofread. Spelling errors are unacceptable.

10. Xeroxed copies (clear ones) are perfectly acceptable, but sign each one individually. Your name should be on each page or article submitted in addition to the application.

11. Proofread again!

12. Make copies for your own files.

VIII. FINANCIAL AID

Financial aid is money for education that comes from sources other than family. It is meant to supplement what the family can contribute to the total costs involved in attending a college or university.

The primary responsibility for paying a student's educational expenses belongs to the family. However, the choice of a college should not be determined by family finances alone. A student and family should choose a college based not only on finances but also on the student's desire and ability to attend that college. If the proper procedures are followed, a financial aid partnership of parents, student, government and university can become a reality.

The FAF (Financial Aid Form) and the FFS (Family Financial Statement) are used to analyze the family's financial standing in order to determine the amount that the student's family will be expected to contribute toward college costs. The family is to fill out either the FAF or FFS as soon after January 1st in the senior year as possible. Applications can be secured in the Guidance Office. Be sure that the application is on file at least one month before the due date of the college's financial aid program.

Information such as salary, home equity, size of family, and number of children in college are used in the evaluation of the financial statement. The amount of the parental contribution should be the same for all colleges. The difference between parental contribution and cost of attending college is met by aid.

Financial aid is usually offered in a "package". The financial aid "package" may consist of: Scholarship, Grant, Student Employment, Loans.

A. Scholarships

1. MOST SCHOLARSHIPS WILL COME FROM THE INDIVIDUAL COLLEGES TO WHICH YOU APPLY. Information on these scholarships and financial aid is obtained by writing to the Director of Financial Aids.

2. While there are thousands of scholarships available to students, many of them have strict requirements or are so competitive that they are available only to a few.

3. Scholarships are gifts which need not be repaid. Often they are given for special talents, academic abilities, etc. and are sponsored by organizations, businesses, churches, etc. Many scholarships are not based on need. Many colleges now have what they call "no need scholarships".

B. GRANTS - gift money from federal or state government which does not have to be repaid.

1. Pell Grant - Federal Grant program that should be requested by all students who wish financial aid. These awards are based on need and are applied for by marking the proper boxes on the FAF or FFS forms.

2. Missouri Grant - State Grant program that should be requested by all students applying to colleges in Missouri. These awards are based on need and are applied for by marking the proper boxes on FAF or FFS forms.

C. STUDENT EMPLOYMENT (WORK STUDY) - Work provided by the colleges - usually 15 hours per week. Students are usually paid minimum wage.

D. LOANS - Most students attending college today are financed in part by low interest loans. The specific terms of these loans vary slightly each year. The most commonly used loans are:

Missouri Guaranteed Student Loan - You obtain these from your local bank. The interest is paid by the federal government while you are in college. Your repayment does not begin until six months after graduation.

National Direct Student Loan - These have the lowest interest rate and are offered to you by colleges as part of your financial aid package.

Parent Loan Program (PLUS) - Your parent(s) may borrow from participating banks. Their repayment period begins within 60 days after inception of the loan.

E. REMINDERS

1. There are funds available to help all students who demonstrate need. You do not need to be poor to receive aid.

2. Schools with higher tuition costs are not necessarily more expensive. They sometimes provide the best financial aid.

3. The expected family contribution remains the same regardless of the cost of the college. Because expenses at different colleges vary and the amount the family is expected to pay remains the same, you could be eligible for more aid at a higher cost college than at a lower cost college.

4. Most financial aid is awarded on the basis of "demonstrated need":

Cost of Attendance - Amount Family Can Pay = Demonstrated Need

5. In order to receive financial aid you must ask for it, i.e., complete the forms and scholarship applications. These forms must be completed each year a student wants financial aid.

6. Financial aid forms must be filed as early as possible after January 1 of your senior year. Some colleges will not consider application for aid after February 15.

7. Make copies of all your papers.

STEPS TO FINANCIAL AID

Use this sheet as a personal record and a reminder of the steps to take in order to obtain financial aid. Check off each step as you complete it.

For you and your parents

1. File federal income tax forms as soon as possible (preferably in January) in order to provide accurate data on financial aid forms. (Some colleges have February 1 deadlines).

2. Complete the financial aid forms (either FFS or FAF) which are used by the colleges to which you are applying (anytime after January 1, but before March 1 if at all possible). Each college will tell you whether it uses the FAF or FFS or will accept either one. Forms are available in the Guidance Office.

	Approx. Cost	When to Mail
-Financial Aid Form (FAF)	Fee charged	ASAP after Jan. 1
-Family Financial Statement(FFS)	Fee charged	ASAP after Jan. 1
-Application for Federal Student Aid (PELL GRANT)	Free	After Jan. 1 and only if you did not send the FAF - FFS

Note: Missouri State Grant will be processed by your checking "yes" to the appropriate questions on the FFS and on the FAF. Try to have your Missouri Grant form in by March 15.

3. Tell each college if you are applying for financial aid (usually this is done by checking the appropriate box on the application). A college may have its own financial aid form for you to complete.

4. Check for scholarships for which you are eligible:

   -from each college/post-secondary institution (your best source)
   -special files in the Guidance Office
   -those announced in the Daily Bulletin of your school
   -Corporations where parents are employed
   -military - ROTC, NROTC
   -financial aid reference books found in the Guidance Office
   -Guidance Information System (GIS computer search for scholarships) in the Guidance Office.

5. Check with your bank regarding the possibility of obtaining a Missouri Guaranteed Loan.

6. Read the pamphlets Meeting College Costs and/or Applying for Financial Aid to assist you in completing the FAF/FFS forms and to determine whether you are eligible for aid (available in the Guidance Office).

7. If you have properly filled out the financial aid forms, you will receive a Student Aid Report in approximately six to eight weeks. It will give you your eligibility index for federal and state aid. You will be asked to sign an acceptance of the amount received, and the money will be sent to the college/post-secondary institution.

8. Ask your counselor for assistance if you have general questions. Specific questions should be directed to the college financial aid offices or the financial aid agencies.

GLOSSARY OF TERMS YOU SHOULD KNOW

Accreditation-This amounts to a stamp of approval by an educational or professional organization stating that the college meets the regulations determined by this group. Each section of the country has its own accrediting organization; Southern, Middle Atlantic, New England, Midwestern, Northeastern and Western.

Advisor-A member of the teaching faculty who advises students on course selections and curriculum concerns.

Application Fee-A nonrefundable fee usually charged for making application to a particular college.

Associate of Arts Degree-A college diploma always indicates the amount and type of study. Two years of college study in a community/junior college may lead to an Associate of Arts Degree.

Audit-Attend a course without getting credit for it.

Bachelor's Degree-A college diploma always indicates the amount of study. Four years of college study usually leads to a Bachelor's Degree.

Bachelor of Arts-Usually signifies concentration of studies in the humanities, languages, literature, social studies, etc. - a four-year program.

Bachelor of Science-Concentration in mathematics and science; foreign language not required - a four-year program.

Candidates Reply Date Agreement (CRDA)-Sponsored by the College Board, this agreement establishes a common date, May 1, that is the earliest time a subscribing college may require an accepted applicant to say whether he or she plans to attend.

Church-Related College-A private college that is financially supported; and whose policies are influenced to a degree, by a church.

Class Rank-A student's standing based on his or her academic record as compared with that of the other members of the class. In a class of 100, the best student would be No. 1; the poorest, No. 100.

College Calendar-The way the academic year is divided (for instance, semester, trimester, quarter, term); dates of the start of terms; or the list of holidays, vacations, examinations, etc.

Community/Junior College-A college offering a two-year program rather than a four-year program. A junior college usually offers vocational programs as well as the first two years of a four-year college program. The student in the vocational program usually goes directly into a vocation after graduation, while the student in the academic program transfers to a four-year college.

Core Curriculum-A group of courses, in varied areas of the arts and sciences, designated by a college as one of the requirements for a degree.

Consortium-When there are several colleges and universities within close geographical proximity, they often join together in a consortium. The advantages of attending a college which is a member of a consortium are that the student has the resources of many libraries, instead of just one; that he has the opportunity to take courses at a member institution which could not be available at his own college; and that he can take advantage of many of the combined cultural and educational opportunities offered when the members of the consortium unite and present panel discussions, special lectures, and unusual courses.

Course Load-The number of hours the student is permitted to schedule in a given semester or quarter. This is usually 16-18 hours on a semester system, and 15-16 quarter hours on a quarter system.

Credit-Colleges assign a given number of credits to a particular college course based on a standard of one credit for every hour per week that the course is held. For example, a course that meets for three hours each week is generally awarded three credits. Colleges with semester calendars require fewer credits for a degree (generally 120 and 130 for an undergraduate degree) than do colleges with quarter calendars (they generally require about 180 credits). There are many exceptions to the credit standard, particularly with courses requiring laboratory work or other extensive work outside the classroom.

Department-A division of a college which offers instruction in a specific branch of knowledge; for example, the psychology department.

Doctorate-Highest academic degree awarded by a college or university for advanced graduate study.

Elective-A course which you select to fulfill credit hours required for graduation.

Financially Independent Student-Students may be considered financially independent if, 1) they did not live with their parents for more than six weeks (42 days) in each of the last three years, 2) the parents did not claim them as a U.S. tax exemption in each of the last three years, and 3) they did not get more than $750 worth of support from their parents in each of the last three years.

Graduate Student-A student who has earned a Bachelor's Degree and is continuing college to earn a "graduate degree" (Master's Degree, Doctorate).

Honors Program-A plan designed to encourage superior students to engage in a more challenging program in their area of concentration than is required. Students who succeed in meeting the stringent requirements of an honors program are usually granted "honor" degrees.

Humanities-These refer to the cultural world. The humanities are usually classified as art, the classics, dramatic art, English, general and comparative literature, journalism, music, philosophy, religion and language. Many colleges divide their offerings into three divisions: humanities, social sciences and natural sciences.

Liberal Arts-A broad course of instruction comprising the arts, natural sciences, social sciences, languages, literature, philosophy, religion, and the classics. The Latin origin of the term, artes liberates, literally means "the arts that are free" (the mind and spirit).

Major-Subject in which a student takes the greatest concentration of courses.

Master's Degree-Degree conferred for completion of a program of postgraduate work, usually lasting for one or two years.

Matriculation-This is a process whereby a student is accepted, pays his fees, and enrolls for his first classes. He thus has officially become a freshman student at the college. This term only is applied to freshmen or to a transfer student's first enrollment.

Mean-Median-Colleges generally use the median when figuring average SAT or ACT scores. The median is determined by listing all scores and selecting the one that falls in the middle of the listing. The mean is determined by adding all the scores together and dividing that total by the number of scores. The mean is less accurate because one or two very low scores can bring the average way down.

Minor-Subject in which a student takes the second greatest concentration of courses.

Placement test-A battery of tests designed to assess a student's aptitude and level of achievement in various academic areas so that he can select courses most appropriate for him.

Practicum-College experience through study and practical work; for example, student-teaching practicum.

Prerequisite-A requirement which must be met before a certain course can be taken.

Private College-A college which is not supported by public taxes. May be independent or church related.

Probation-Students whose grade point averages are below a certain level are placed on scholastic probation. If the average is not raised to a certain prescribed level, the student is asked to withdraw.

Public College-A college which is supported by public taxes.

Quarter System-Division of the academic year into fall, winter, spring and summer quarters; each quarter is ten to eleven weeks in duration.

Registration-A process at the beginning of each semester or quarter whereby the student selects the courses he will take, pays fees, and sets up a class schedule for the semester or quarter.

Remedial Courses-A non-credit course taken to help the student with a weak background in a particular area; taken to prepare the student for a credit course in that area.

ROTC-Many colleges have units of the Reserve Officer's Training Corps which offer two and four-year programs of military training culminating in an officer's commission. In some colleges, credits for these courses can be applied toward fulfillment of degree requirements. (Army, Air Force, Navy).

Seminar-Course in which a small group of students, headed by a professional, engage in research and discussion.

Rush Week-A period set aside with the approval of the college for fraternities and sororities to issue invitations to prospective members.

Student Counseling Service-Professionally trained counselors available to assist students in solving personal, social and academic problems.

Terminal Program-A program of study in which the student completes his studies in a pre-selected period of time. This is a program directed toward vocational preparation only. The amount of time taken to complete the program will vary, but is usually not longer than two years.

Transcript-The official record of a student's academic performance from the time of his entrance to a given institution to the end of the latest semester.

Transfer Student-A student who has attended college for any period of time from a single term up to three years. He will receive transfer credit for all or many of the courses which he has successfully completed before his transfer.

Trimester-Division of the academic year into three terms, each term being 15 to 18 weeks in duration. Typically, students attend two of the three terms.

Tuition-The charge for instruction, usually given per credit hour. For example, if a tuition charge is $25 per credit hour, the charge for a three credit hour course will be $75.

Undergraduate-A student who is working toward a Bachelor's Degree.

University-An institution organized to provide education beyond high school which serves to unite several separate colleges into one large administrative unit. For example, the University of Missouri combines several colleges, such as the College of Engineering, The College of Education, the College of Commerce and Business Administration, etc., into one university system.

RESOURCES

The Guidance Office houses a variety of college and career reference materials. The following list of references should be useful in helping students search for appropriate information. Check with your counselor to see if these items are available at your school.

A. Career File - Current information is located in the Guidance Office.

College Catalogs
The Guidance Office has many four-year college catalogs. Each catalog contains descriptive information about the school, its faculty, its course of study, financial aid and admissions.

College File
The College File is a collection of pamphlets, brochures and articles which are published by colleges to describe and promote their programs and campus activities.

B. Scholarship File - Information regarding specific scholarships sponsored and/or publicized by organizations, colleges, or corporations is available in the guidance office.

C Vocational/Technical Schools - Files for area schools may contain material on allied health, beauty/cosmetology, business/secretarial/real estate, technical/industrial/trade, modeling, and aviation schools.

Reference Books

Guidebooks of schools and colleges are bound volumes which each contain descriptive information about selected schools and colleges.

A. Colleges: (Possible References)

Barron's Guide to the Two-Year Colleges

This is a guidebook which contains descriptive entries on over 1,400 two-year colleges arranged alphabetically by state.

Barron's Profiles of American Colleges

This guidebook contains descriptive information on over 1,475 four-year colleges and universities. Its main feature is a "College Admissions Selector" which groups colleges by the competitiveness of their admission standards.

Barron's Guide to the Best, Most Popular, and Most Exciting Colleges.

Fact-filled entries on over 350 of America's most notable schools.

A Guide to Christian Colleges

Listings on about 400 four-year and two-year Christian liberal arts colleges, Bible schools and Christian junior colleges are contained in this publication.

Chronicle College Counseling for Transfers

For students who are transferring colleges this guidebook contains transfer information, in chart form, on over 2,300 institutions.

Chronicle Four-Year College Databook

This is a guide to more than 300 four-year, graduate and professional programs offered by approximately 1,580 institutions of high education in the United States and to 166 university programs offered by 60 Canadian four-year colleges and universities.

Chronicle Two-Year College Databook

This is a companion volume to the Chronicle Four-Year College Databook and lists career of occupational programs and majors which require less than four years of training.

College Admissions Data Handbook

These four volumes (Southeast, Northeast, Midwest, and West) contain up-dated information on all colleges and universities in the United States.

The College Handbook

This handbook is published by the College Board and is a directory of 2,878 four and two-year colleges. The listings are more extensive than in most other guidebooks.

College Planning/Search Book

Compiled and published by the American College Testing program, this volume contains information on over 2,700 four and two-year colleges in chart form rather than narrative form.

Comparative Guide to American Colleges

Contains information on admissions requirements, academic opportunities, intellectual, social and cultural environments, and religious and racial composition of the study body.

Directory of the United Presbyterian Colleges

This is a guidebook to United Presbyterian Colleges in the United States.

Everywoman's Guide to Colleges and Universities

This guide describes over 600 colleges and universities from the woman's perspective.

Lovejoy's College Guide

This guide contains concise references to over 3,600 colleges and universities. A unique feature is a "Career Curricula and Special Programs" index.

Peterson's Guide to College Admissions

This book devotes about half of its pages to describing the college admissions process. The other half is a directory of 1,500 four-year colleges.

B. Careers

Occupational Outlook Handbook

A publication from the U.S. Department of Labor describing over 500 occupations and the job outlook for each.

Chronicle Vocational School Manual

Lists Vocational Schools throughout the U.S. and the programs offered at each.

Lovejoy's Career and Vocational School Guide

This is a directory of schools for training in over 300 careers, skilled occupations and trades.

Directory Vocational Programs in Missouri

This is a directory of area vocational schools, junior colleges, and colleges and universities offering vocational programs in Missouri.

Missouri View

Microfiche information on over 500 occupations and places for training in Missouri.

C Financial Aids

Chronicle Student Aid Annual

This annual contains information on national and regional financial aid programs, both public and private.

Meeting College Costs. College Scholarship Service of the College Entrance Examination Board. Free brochures.

American Legion Education and Scholarship Program, Need a Lift? Educational Opportunities. American Legion Education and Scholarship Program, Indianapolis, Indiana. Printed annually.

Scholarships, Fellowships and Loans. A detailed directory of over 2,500 scholarships, fellowships, grants and funds available for all areas of study. Lists where to write for information or an application.

The College Cost Book. Explains where and how to apply for aid and lists expenses at 3,200 schools and colleges.

Area I- Category A- Competency 6

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I UNDERSTAND MY INTERESTS AND ABILITIES AND HOW THESE CAN HELP ME MAKE A CAREER CHOICE.
TIME: FIVE (5) 60' SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: "CAREER EXPLORATION MINI-COURSE BOOKLET", OPTIONAL- "ACT JOB FAMILIES CHARTS" (HIGHLY RECOMMENDED), "DICTIONARY OF OCCUPATIONAL TITLES", "OCCUPATIONAL OUTLOOK HANDBOOK", "INDEX OF MAJORS", "MO VIEW" MATERIALS

"CAREER EXPLORATION MINI-COURSE"

INTRODUCTION: This mini-course allows students to be quickly exposed to the theory of career exploration through understanding how interests, abilities, personality type, and values lead to career attainment. Concepts developed by Holland are utilized in helping students target career areas to research in depth. This 5 unit mini-course is sequential in nature.

UNIT I
Introduction to the mini-course
Agenda for course
Pre-test for vocational awareness
Vocational life stages

UNIT II
Introduction to Unit II
Decision making model

UNIT III
Introduction to Unit III
Holland theory- world of work map
Personality/Self Concept inventory

UNIT IV	Introduction to Unit IV Skills/Work tasks Interests
UNIT V	Introduction to Unit V Personal career research

PROCEDURE:

1. Introduce self to class and ask what "career development" means to them. Elicit responses.
2. Explain that career development is a process each person uses to help develop and attain their personal career goals. It uses personal attitudes, abilities, interests, and personality type in helping to find careers of interest.
3. Explain the agenda-
    a) Pre-test to test current knowledge and attitudes.
    b) Explanation of vocational life stages.
    c) Decision making model
    d) Personal career exploration
    e) Research into career information
    f) Post-test
4. Administer the pre-test by explaining that the test will reveal each student's current knowledge of many career concepts and attitudes.
5. Review the answers using the counselor key.
6. Explain the concept of vocational life stages. Display chart and use vocational life stages information sheet, which may be handed out to class or viewed on overhead.

UNIT 2 INTRODUCTION: Decision-making is a key component to effective career development. Not all students use or know a good, effective decision making process. During this unit, students will be taught an effective decision-making model and will demonstrate an awareness of how to use the model in their own lives.

PROCEDURE:

1. Ask students to explain how decisions are made. Explain that many people simply make a decision without any prior thought, and that often the results are not good. Some responses will match the model, others will not.
2. Show the "planful process" steps and distribute the sheet that explains more fully this concept.
3. Explain that there are other strategies people use that are not effective. Display "Different Strategies" sheet and explain.
4. Explain that all decisions fall into 3 types. Display "Decision types" and explain. Ask students to review a decision they made in the past and ask them what type it was, and what strategy was used.
5. Ask students to use the proper strategy on a current decision they might be considering today or in the future.

UNIT III INTRODUCTION: Explain the importance of self concept and provide understanding of how personality and self concept needs fit in the career awareness process. Students learn that careers are most rewarding when they build on or expand personality and self concept needs.

PROCEDURE:

1. Refer to the agenda. Explain to students that they will now begin the personal information exploration portion of the mini-course. Explain that the students will be finding out information about themselves as it relates to their personality, skills, and interests. When completed, the information will be plotted on a world of work map which will be introduced later.

2. Ask students what "self-concept" means. Elicit responses, and refer to the self concept sheet. A simple explanation would be: self-concept is a picture one holds of oneself. The more components overlap, the better the self-concept.
3. Explain that experts believe self-concept is the key to making vocational choices. The vocational self-concept has the greatest influence on vocational choice. Elicit examples of the 3 components from student's experiences.
4. Explain that John Holland has identified six personality types based on self-concept. These personality types develop from heredity and environment. People seek out work environments that reward:

   a. interests
   b. abilities
   c. attitudes
   d. values

5. Explain that students are going to discover which personality type they tend to be by attending a party. Place the personality descriptions around the room in various locations. Explain that students are to join the personality group that best matches them.
6. Ask students in each personality group to explain their choices. Ask if they would have identified others by their personality types. Ask students to remember the title and code for their choice.

UNIT IV INTRODUCTION: Students will explore the concept of work tasks and skills as they relate to interests. Prior learnings will be combined into the understanding of the personal world of work map.

PROCEDURE:

1. Ask students to name tasks or skills that they or their parents do in a job. List several on the board.
2. Ask students to classify themselves in one of the following categories. IDEAS-PEOPLE-DATA-THINGS. Use the material to clarify the classifications.

3. Discuss how most work tasks fall into one major category. These categories provide people with career areas that match the preferred tasks. Explain that now students will help identify their own skills preference.
4. Distribute the checklist and review the directions. Ask students to mark and score their own sheet; tally and indicate skill areas in order of ranking 1-4. Students may share their number 1 and 2 rankings. Provide copies of "Data/Ideas Dimension" for student information.
5. Explain that now students will add the last dimension, that of interests. Explain that careers can match interests and provide a more satisfying job experience. Ask students what types of careers can match interests. Explain that students will now assess their occupational interests.
6. Distribute "Exploring Occupations by Assessing Your Interests". Review instructions and provide needed assistance. Inform students that this survey is used in modified form on the ACT test. Students should score and tally their sheet.
7. Distribute the "Grid For Finding Your Work Region" and assist the students in plotting their grids. Also distribute the "ACT Job Families Chart".

UNIT V INTRODUCTION: Students will learn how to plot personal information on a world of work map, and will learn how to research career areas by using information plotted on a personal world of work map.

PROCEDURES:

1. Inform students that the "World of Work Map" is a system for organizing all of their personal career information. The map breaks jobs into smaller units for further research.
2. Demonstrate the World of Work Map with a poster or transparency. Use sequence 1-2-3 to show how the map is built.
3. Give students a basic map and ask them to make their maps in the following manner:

    a) underline their most significant work task or skill area (the area with greatest points)
    b) circle 1st and 2nd personality area
    c) make an "x" in the interest region. Explain that each student has enough information to begin researching possible career choices.

Explain that the more alignment they see in their three preference areas (work task, personality, and interests) the more defined is their career direction at the present time.

4. Present the ACT job families charts by related areas. Explain how to read and interpret a chart. Give each student "Exploring Job Characteristics Work Sheet" to help them organize their research.
5. Provide additional sources of research, where they are located and how access is gained. Display copies of the Occupational Outlook Handbook, Dictionary of Occupational Titles, the Missouri View materials, and the Index of Majors.
6. Give students an assignment to explore 3 or more occupations by completing additional worksheets.
7. Indicate that additional help is available on a personal basis to assist career research.

OBSERVATION NOTES:

It is important that students fully understand how to interpret their personal knowledge into the Holland world of work map. Some students will require much additional help to take full advantage of this unit. Provide needed assistance in helping students plot interests. Some students will not readily participate and should be encouraged or provided individual help.

"Career Exploration Mini-Course" Booklet

Agenda

1. Pre-test

2. Vocational Life Stages

3. Decision Making

4. Personal Career Exploration

    a. personality/self concept
    b. interests
    c. skills/work tasks
    d. values

5. Research

WHAT DO YOU KNOW ABOUT CAREER PLANNING?-The following quiz will test your current career planning knowledge. Once you have completed the questionnaire, the answers will help you to better understand what you need to know in order to develop career plans. Circle the answer you think is correct for each item.

T F 1. The earlier you choose your life's work the better.

T F 2. Except for the income it provides, your job has little influence on your way of life.

T F 3. The Average American spends more time working or in work related activities than any other activity.

T F 4. There is only one "right job" for you in terms of your ability.

T F 5. Most people remain in the same job throughout their adult life.

T F 6. You have the ability to do well in any job if you set your mind to it.

T F 7. The primary reason that most people quit or are asked to leave their job is because they lack the necessary skills to be successful.

T F 8. Entering an occupation is the only way you can learn whether you might like it.

T F 9. Over two thirds of all job openings today do not require a four year college degree.

T F 10. Six out of every ten students who enter college today will not attain the degree to which they aspire.

T F 11. Apprentices are paid while they learn.

T F 12. Women are now working at the jobs which were once held only by men and vice versa.

T F 13. Programs at 2-year community colleges are limited to students who want to transfer to 4-year colleges.

T F 14. 65% of all high school graduates go to college today.

T F 15. The State Employment Office provides free information about job openings and job training programs.

16. Which is the best way to begin career planning?

___A. Look at what is available on the job market.
___B. Take tests to find out what you should do.
___C. Decide what it is you consider most important in life.

17. What will the labor force probably be like five years from now?

___A. Most jobs will require four or more years of college.
___B. There will be a great percentage of jobs for unskilled workers.
___C. There will be a greater percentage of jobs for those with technical skills acquired beyond high school.

18. If you are interested in so many occupations that you cannot make up your mind, you should first:

___A. Try out as many jobs as you can.
___B. Try one and if you like it, stick with it.
___C. Find out more about what each occupation is like.

19. You have been accepted by two colleges. College A's costs are higher than college B's. You cannot make a choice. What is the thing you should do first?

___A. Make a list of what you expect to get out of college and compare the two schools that way.
___ B. Visit the schools.
___ C. Choose college B because it will cost less.

Counselor Copy

T F 1. The earlier you choose your life's work, the better.

1. FALSE. Establishing a fixed pattern too soon may cause you to close your mind to other career options. Becoming too rigid may amount to "vocational death" or stagnation in later life.

T F 2. Except for the income it provides, your job has little influence on your way of life.

2. FALSE. Peoples' jobs may influence where they live, with whom they associate, their status in the community, cultural values, the relationship of a marriage, and self image, etc.

T F 3. The average American spends more time working, or in work related activities than any other activities.

3. TRUE. The average American spends a great deal of time either at work or in work-related activities. It is typical to spend more time at work than with your family or in relaxation. Thus, when you consider the answers to Questions 2 and 3 together, you can see that you should plan your vocational life rather than letting it fall to fate.

T F 4. There is only one "RIGHT JOB" for you in terms of your ability.

4. FALSE. Your abilities may qualify you for several jobs which may or may not be similar. In addition, it is more the rule than the exception that your interests will change during your life, resulting in different preferences in work.

T F 5. Most people remain in the same job throughout their adult life.

5. FALSE. The average person will change jobs at least six times during his lifetime. Frequently a change in jobs will require the acquisition of new skills and/or need for additional training. Planning in advance will certainly facilitate such changes. People may change jobs and perform basically the same function for a different employer.

T F 6. You have the ability to do well in any job if you set your mind to it.

6. FALSE. Many jobs demand a mastery of specific skills; obviously this bars a large number of people who may never be able to acquire such skills from success in such an occupation. It is important to learn of the many talents and skills that you have and develop them to their fullest potential.

T F 7. The primary reason that most people quit or are asked to leave their job is because they lack the necessary skills to be successful.

7. FALSE. More than 70% of the people who leave their jobs today do so not because they lack skills but because of the interpersonal relationship between themselves, others on the job, and their supervisor. (Attitude and the condition of the working environment are critical to job satisfaction).

T F 8. Entering an occupation is the only way you can learn whether you might like it.

8. FALSE. There are a number of ways of determining whether you would like a particular occupation; reading, talking with persons in the field, and actual "hands on" experiences are among them.

T F 9. Over two thirds of all job openings today do not require a four year college degree.

9. TRUE. The Employment trend in 1985 indicates that approximately 75% of all job openings do not require a four year degree. Putting this in perspective, this is not staggering news because only 15% of the population have a four-year college degree. This information points out the need for students to learn about the minimum education and training entry level of occupations.

T F 10. Six out of every ten students who enter college today will not attain the degree to which they aspire.

10. TRUE. The Carnegie Commission reported this fact in one of their studies. Again it points out the need for better career exploration and planning.

T F 11. Apprentices are paid while they learn.

11. TRUE. Apprentices are paid a percentage of current journeyman's wages, making this a type of training which pays you, rather than the more typical instance where you pay for training.

T F 12. Women are now working at the jobs which were once held only by men and vice versa.

12. TRUE. Not only does the ending of discriminatory hiring practices enable a more efficient use of human resources, it also allows individuals to follow their own interests in a more fulfilling way.

T F 13. Programs at 2 year community colleges are limited to students who want to transfer to 4 year colleges.

13 FALSE. Community colleges now emphasizes skill training for immediate employability, as well as academic programs. They offer a wide range of programs to all segments of the populations.

T F 14. 65% of all high school graduates go to college today.

14 FALSE. The current figure of the college bound is 47% and should stay around 50%. Although the economic advantage of going to college has declined in the seventies, the facts still show generally speaking, many advantages to a college education.

T F 15. The State Department Office provides free information about job openings and job training programs.

15 TRUE. Beside those items mentioned, the state also provides free occupational testing, employment counseling, and assistance in job placement.

16. Which is the best way to begin career planning?

___ A. Look at what is available on the job market.
___ B. Take tests to find out what you should do.
___ C. Decide what it is you consider most important in life

16. C. Determining your desires should be the starting point, the other steps mentioned will add direction to this.

17. What will the labor force be like five years from NOW?

___ A.Most jobs will require four or more years of college.
___ B.There will be a great percentage of jobs for unskilled workers.
___ C.There will be a greater percentage of jobs for those with technical skills acquired beyond high school.

17. C. The skill requirements for jobs are rising each year due to the advanced technology. While there will be numerical growth in almost all occupational categories, the proportion of people in them will change a bit. The greatest growth in proportion will occur in professional and technical occupations. (Put another way, your chances of success are far better if you develop a special skill in areas where good employment opportunities exist.)

18. If you are interested in so many occupations that you cannot make up your mind, you should first:

___ A. Try out as many jobs as you can.
___ B. Try one and if you like it, stick with it.
___ C. Find out more about what each occupation is like.

18. C. Good decision making is based on a broad range of knowledge, and there are many ways to get it. (Occupational Outlook Handbook and Dictionary of Occupational Titles are good sources of this information)

19 You have been accepted by two colleges. College A's costs are higher than B's. You cannot make a choice. What is the thing you should do first?

___ A. Make a list of what you expect to get out of a college and compare the two.
___ B. Visit the schools.
___ C. Choose college B because it will cost less.

19. A. No two colleges are exactly alike, some will meet your needs better than others. An across the board comparison of curricula, composition of student body, faculty, and living conditions, will provide the base for a more satisfactory decision.

SUB UNIT FOUR - VOCATIONAL LIFE STAGES

Explain that the "Process" of career development includes stages from birth through retirement years.

Refer to the poster and use the information below for a mini lecture. Be sure to emphasize that students are currently in stage 2 and that people return to stage 2 (for varied lengths of time) throughout their life as they make career changes.

1 - GROWTH

Growing physically and mentally
Watching adults and the roles they play
Getting a picture of yourself as a unique person
Realizing that you have to plan for the future

2 - EXPLORATION

Getting Ideas

Learning about your interests, aptitudes, values, and experiences
Learning about occupations
Learning about decision making
Choosing possible occupations related to your interests, aptitudes and values.

Testing Ideas

Taking school courses that are related to occupations being explored
Talking to people, reading, joining in activities to learn about occupations
Taking a part-time job or entering a work-study program to learn about occupations
Beginning to narrow occupational choices

Putting Ideas to Work

Planning for the education required for the chosen occupation
Entering the kind of training needed for the chosen occupation
Taking a full-time job in the chosen occupation

3 - ESTABLISHMENT

Retesting Ideas
Becoming committed to your chosen occupation; or
Trying out a new occupation, or a new job in the same occupation

Stabilizing
Doing your work to the satisfaction of your employer
Feeling satisfied in your occupation
Holding your position even when others are laid off
Being promoted or given more responsibility

4 - MAINTENANCE

Continuing to do well
Planning for retirement

5 - DECLINE

Reducing work hours or stopping work
Planning to use more hours for leisure

Growth Exploration Establishment Maintenance

--->>>Decline

Age 3 15 25 45 65

THE PLANFUL PROCESS

1. Identify decisions to be made
2. Gather information
3. Identify alternatives
4. Weigh evidence
5. Choose among alternatives
6. Take action
7. Review decision and consequences (ethical and moral consideration)

HS-108

SEVEN STEPS IN PLANFUL DECISION MAKING

STEP 1:
IDENTIFY THE DECISION TO BE MADE. You realize that a decision must be made. Your awareness may be triggered by a variety of things: the need to declare a college major, pressure from friends and family to make a vocational choice, or a general sense of dissatisfaction or unease. You then go through an internal process of trying to define clearly the nature of the decision you must make. This is a very important one.

STEP 2:
GATHER RELEVANT INFORMATION. Most decisions require collecting pertinent information. The real trick in this step is to know what information is needed, the best source of this information, and how to get it. Some information must be sought from within yourself through a process of self-analysis; other information must be sought from outside yourself--from books, people, and a variety of other sources. This step, therefore, involves both internal and external "work".

STEP 3:
IDENTIFY ALTERNATIVES. Through the process of collecting information you will probably identify two or more possible paths of action, or alternatives. You also use your imagination and information to construct new alternatives. In this step of the decision-making process, you will list all possible and desirable alternatives.

STEP 4:
WEIGH EVIDENCE. In this step, you draw on your information and emotions to imagine what it would be like if you carried out each of the alternatives to the end. You must evaluate whether the problem or need identified in Step 1 would be helped or solved through the use of each alternative. In going through this difficult internal process, you begin to favor certain alternatives which appear to have higher potential for solving your problem or reaching your goal. Eventually, you are able to place the available alternatives in priority order, based upon our own value system.

STEP 5:
CHOOSE AMONG ALTERNATIVES. Once you have weighed all the evidence, you are ready to select the alternative which seems to be best suited to you. You may even choose a combination of alternatives. Your choice in Step 5 may very likely be the same or similar to the alternative you placed at the top of your list at the end of Step 4.

STEP 6:
TAKE ACTION. You now take some positive action which begins to implement the alternative you chose in Step 5.

STEP 7:
REVIEW DECISION AND CONSEQUENCES. In the last step you experience the results of your decision and evaluate whether or not it has "solved" or helped to solve the problem you identified in Step 1. If it has, you may stay with this decision for some period of time. If the decision has not resolved the identified problem, you may repeat certain steps of the process in order to make a new decision. You may, for example, gather more detailed or somewhat different information or discover additional alternatives on which to base your decision.

HOW DO YOU MAKE DECISIONS

OTHER DECISION MAKING STRATEGIES:

AGONIZING: This strategy involves much time and thought in gathering data and analyzing alternatives. The agonizer gets lost in gathering information and weighing alternatives (Steps 2-4) and never advances to the decision point (Step 5) ("I can't make up my mind.")

IMPULSIVE: Taking the first alternative available without looking at other alternatives or collecting information. Those who use this strategy operate from emotion and move very quickly to step 6. ("Decide now, think later")

INTUITIVE: Basing a decision on feelings and emotions that have not been verbalized. ("It feels right").

DELAYING: Postponing thought and action on a problem until later. The decider never even gets to Step 1 on the planful model. ("I'll think about that tomorrow").

FATALISTIC: Leaving the decisions to environment or fate. (Whatever will be, will be".)

COMPLIANT: Going along with the plans of someone else rather than making an independent decision. ("If it's OK with you, it's OK with me.")

PARALYTIC: Accepting the responsibility for a decision but then being unable to set the process in motion to make a decision. ("I know I should, but I just can't get with it.")

DECISION TYPES

NEARLY EVERY DECISION YOU MAKE WILL FALL INTO ONE OF THE FOLLOWING CATEGORIES:

DECISIONS WITH CERTAINTY: The alternatives and their outcomes (or consequences) are clearly known.

EXAMPLE: When you get to the stoplight at the bottom of the hill, you can either continue straight or turn left. If you go straight, you will come to the center of town in 1.8 miles. If you turn left, you will leave town and come to Interstate 99 in 4.3 miles.

DECISIONS WITH MEASURED RISK: The outcome (consequences) of each alternative are not totally known, but something is known about the probability (chances out of ten) or likelihood that a given consequence will occur.

EXAMPLE: You can attend either of two local colleges: State University or City Community College. If you go to State University you have six chances out of ten of getting a "C" average or better in your freshman year, based on you ACT scores. If you go to the City College, you have eight chances out of ten.

DECISIONS WITH UNCERTAINTY: The outcomes (consequences) of all or some of the alternatives are totally or almost totally unknown.

EXAMPLE: While visiting a strange city, your car breaks down. You know no one to recommend a mechanic, and must select one from many listed in the telephone book "Yellow Pages". You have no information about any of them which would help you predict the possible outcomes.

HOLLAND - Six personality types and their characteristics -

Realistic Type -

Likes to work with tools, objects, machines, or animals.
Develops manual, mechanical, agricultural and electrical skills.
Prefers occupations which involve building or repairing things.
Tends to be down-to-earth and matter-of-fact.

Investigative Type -

Likes activities involving the biological and physical sciences.
Develops very good ability in math and science.
Prefers occupations in scientific and medical fields.
Tends to be curious, studious, and independent.

Social Type -

Likes activities that involve informing, training, teaching, understanding, and helping others.
Develops ability to work with people.
Tends to be helpful and friendly.

Enterprising Type -

Likes activities that permit leading or influencing other people.
Develops leadership ability and persuasive and other important skills relating to people.
Prefers occupations involving sales or management of people and things.
Tends to be ambitious, outgoing, energetic, and self-confident.

Conventional Type -

Likes activities that permit organization of information in a clear and orderly way.
Develops office arithmetical skills.
Prefers occupations involving preparing records, filing papers, typing letters, and operating computers.
Tends to be responsible and dependable.

Artistic Type -

Likes to feel free from scheduled routine so that time can be used for creative activities.
Develops skills in language, art, music, drama and writing.
Prefers occupations using creative talents.
Tends to be creative, talented, and freewheeling.

A

People who have athletic or mechanical ability prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

B

People who like to work with data have clerical or numerical ability. They prefer to carry out things in detail or following through on others' instructions.

C

People who like to work with people influencing, persuading, performing, leading or managing for organizational goals or for economic gain.

D

People who like to work with people to inform, enlighten, help, train, develop, or cure them, or are skilled with words.

E

People who have artistic innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity.

F

People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

SELF CONCEPT

The Way:

I see myself

ME

We think others see us

We would like to be

READ the statements which appear in the four skills checklists. In the blanks on the left mark:

XX if you do VERY WELL in this area,

X if you do OK in this area, or

O if you do POORLY or have NOT DONE this activity.

PEOPLE-RELATED SKILLS

- ___ Understanding how people feel or the ideas that they have.
- ___ Helping or caring for others; making others happy.
- ___ Meeting and talking with people; getting along with others.
- ___ Getting others to do things your way.
- ___ Selling a product, service, idea, etc.
- ___ Getting people to work together on a project.
- ___ Being able to teach others to understand something or to do something.
- ___ Being able to supervise the work of other people.

DATA-RELATED SKILL

- ___ Doing things in a systematic way (that is planning and completing project).
- ___ Paying attention to facts, specifics, and procedures for doing something.
- ___ Keeping accurate records (expenses, addresses, birthdays, etc.).
- ___ Doing arithmetic quickly and accurately.
- ___ Sorting and storing things (pictures, recipes, etc.) and finding them.
- ___ Managing an operation successfully, such as a small business, a project, a family trip.
- ___ Completing forms accurately, such as income tax returns or insurance claims.
- ___ Typing, filing, and/or organizing a lot of material or information.
- ___ Making concise summaries, charts, or graphs which explain a lot of material.

THINGS-RELATED SKILLS

___ Working with tools, appliances, machines, wood, leather, etc.
___ Fixing toys, jewelry, furniture, appliances, vehicles, etc.
___ Growing plants or animals.
___ Figuring out how machines, tools, or appliances etc. work.
___ Finding a better way to make, build, or do something.
___ Operating machines or vehicles with ease.
___ Understanding instructions for assembling things or machines.
___ Reading magazines like Outdoor Life, Mechanics Illustrated, or Popular Science.

IDEAS-RELATED SKILLS

___ Solving math puzzles or logic problems, playing word games, etc.
___ Understanding science laws, math rules, or social issues.
___ Understanding the meaning of a poem, painting, story, etc.
___ Expressing thoughts of feelings through art, music, writing, etc.
___ Figuring out why individuals or groups do what they do.
___ Doing well in math and science courses.
___ Performing well in music, art, dance, creative writing, drama, etc.
___ Being able to synthesize the idea of others and apply them to new areas.
___ Being able to write well.

DATA/IDEAS DIMENSION

DATA (facts, records, files, numbers, systematic procedures for facilitating goods/services consumption by people). "Data activities" involve impersonal processes such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and air traffic controllers work mainly with data.

IDEAS (abstractions, theories, knowledge, insights, and new ways of expressing something--for example with words, equations, or music). "Idea activities" involve intrapersonal processes such as creating, discovering, interpreting, and synthesizing abstractions. Scientists, musicians, and philosophers work mainly with ideas.

PEOPLE/THINGS DIMENSION

PEOPLE (no alternative terms). "People activities" involve interpersonal process such as helping, informing, serving, persuading, entertaining, motivating, and directing--in general, producing a change in human behavior. Teachers, salespersons, and nurses work mainly with people.

THINGS (machines, mechanisms, materials, tools, physical and biological processes). "Things activities" involve nonpersonal processes such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and engineers work mainly with things.

EXPLORING OCCUPATIONS BY ASSESSING YOUR INTERESTS

Your interests are your preferences for doing some activities instead of others. For example, you may enjoy performing simple repairs on your own car and dread working on personal or family financial records. These preferences may have implications for the kinds of occupation most meaningful for you.

In this part of the program, you will take an interest inventory. An interest inventory is a way to help you organize what you already know about yourself so that your interest can be related to specific occupational titles. The interest inventory which you are about to complete in called UNIACT, developed by The American College Testing Program. It is based upon years of research and effort to develop a sex-fair instrument for measuring vocational interests. After you have completed the interest inventory, you will identify the titles of occupations which are related to your interests.

Directions: Listed below are various activities. Show whether you would like doing each activity (regardless of your ability to do it) by marking the response choices as follows (circle character)

D= I would dislike this activity .... D ? L
?= I am indifferent (don't care one way or the other).......... D ? L
L= I would like this activity............. D ? L

Answer L or D to as many activities as possible.

Help settle an argument between friends............	D	?	L
Be the leader of a group or club............................	D	?	L
Teach high school students......................................	D	?	L
Manage a new sales campaign.................................	D	?	L
Explain legal & Civil rights to people......................	D	?	L
Be a counselor...	D	?	L
Give legal advice to the poor..................................	D	?	L
Campaign for a political office................................	D	?	L
Help friends with their problems............................	D	?	L
Take part in a small group discussion....................	D	?	L
Teach high school courses.......................................	D	?	L
Plan work for other people......................................	D	?	L
Counsel people using drugs.....................................	D	?	L
Teach social studies in a 2-year college..................	D	?	L
Write critical reviews of Broadway plays................	D	?	L

Number of L's marked ______
Line 1

Stduy the effects of vitamins on animals	D	?	L
Read books or magazines on new scientific findings	D	?	L
Draw cartoons	D	?	L
Study chemistry	D	?	L
Work in a science lab	D	?	L
Prepare drawings to illustrate a magazine story	D	?	L
Study plant diseases	D	?	L
Measure chemicals in a test tube	D	?	L
Sketch and draw pictures	D	?	L
Use a microscope or other lab equipment	D	?	L
Learn how the brain works	D	?	L
Write short stories	D	?	L
Learn to use an electron microscopes	D	?	L
Study biology	D	?	L
Work on your own as an artist	D	?	L

Number of L's marked ______ Line 2

Sell appliances	D	?	L
Take inventory in a store	D	?	L
Balance a checkbook	D	?	L
Hire a person for a job	D	?	L
Figure shipping costs for catalog orders	D	?	L
Make out income tax returns	D	?	L
Conduct business by phone	D	?	L
Calculate the interest on a loan	D	?	L
Keep expense account records	D	?	L
Run a hotel or motel	D	?	L
Write payroll checks	D	?	L
Find errors in a financial account	D	?	L
Make business trips	D	?	L
Set up a bookkeeping system	D	?	L
Sort, count, and store supplies	D	?	L

Number of L's marked ______ Line 3

Read meters for a gas or electric company	D	?	L
Make charts or graphs	D	?	L
Use a computer	D	?	L
Engrave lettering on trophy or plaque	D	?	L
Grind lenses for eyeglasses	D	?	L
Build a picture frame	D	?	L
Run a lawnmower	D	?	L
Drive a bus	D	?	L

Pump gas in a service station	D	?	L
Package meat in a grocery store	D	?	L
Fix shoes	D	?	L
Build furniture	D	?	L
Rivet sheet metal or leather	D	?	L
Do mechanical drawings	D	?	L
Determine the origin of rock formations	D	?	L

Number of L's marked _____
Line 4

Next you calculate your interest scores.

Step 1: Add up the number of times you marked "L" for each of the four sections.
Enter the total for each section on the line below the "L" column.

Step 2: Find Line 3 on the previous page. Add 15 points to the total for Line 3 and write the sum here.
_____(total for line 3+15)

Write the total for Line 2 here. _____(total for line 2)

Subtract Line 2 total from Line 3+15 total.
Write the answer here. _____your first score

Step 3: Follow the same steps with Lines 4 and 1 to obtain your second score. _____(total for line 4+15)

_____(total for line 1)

Subtract Line 1 total from Line 4+15 total.
Write the answer here. _____Your second score

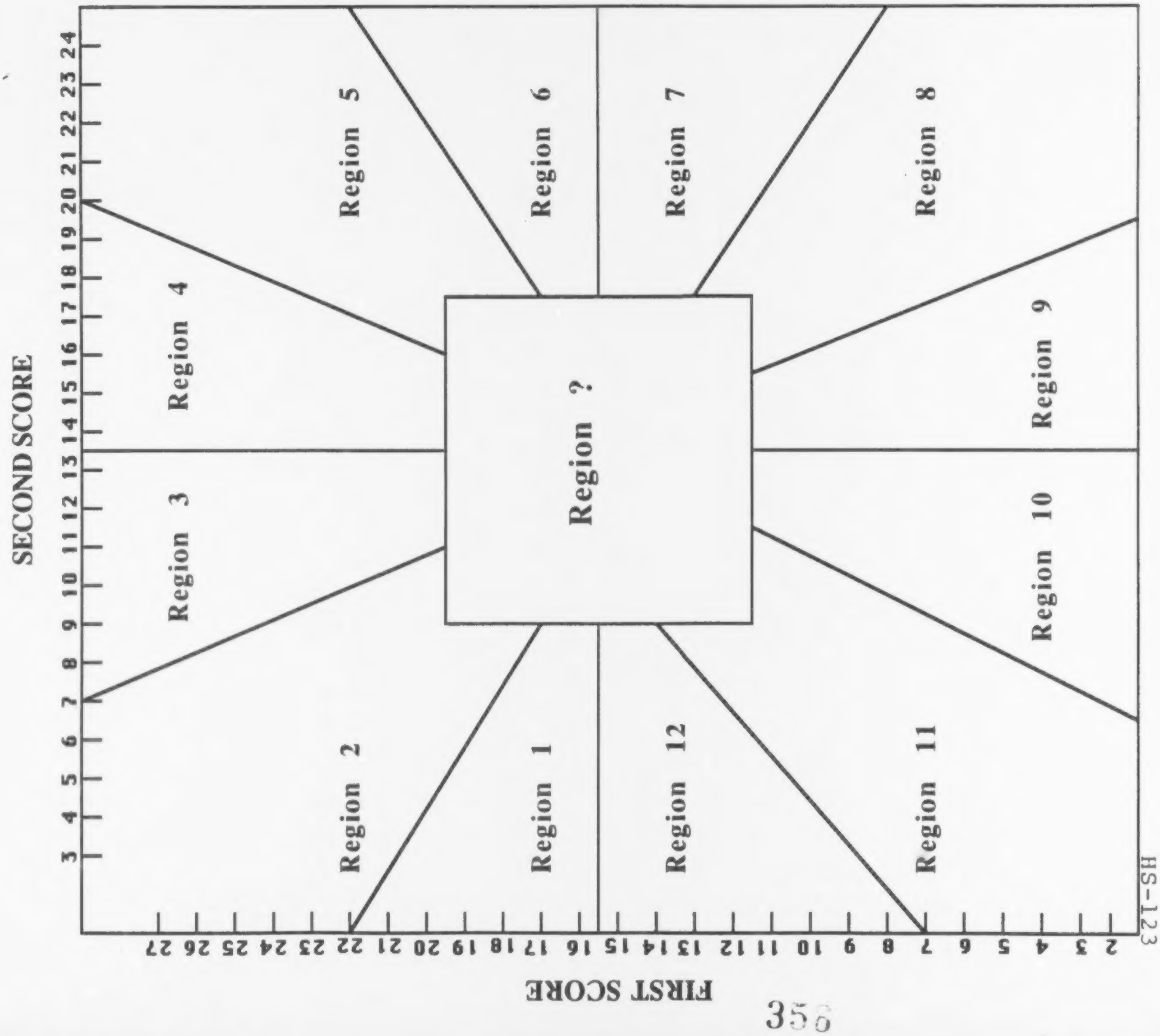
Step 4: Copy your first score and second score onto the lines on the next page and follow the directions there.

GRID FOR FINDING YOUR WORLD-OF-WORK REGION

___ First score: First, find your first score in the list at the side of the grid and circle it. Then draw a line from it across the grid.

___ Second score: Second, find and circle your second score below. Draw a line from it to the bottom of the grid.

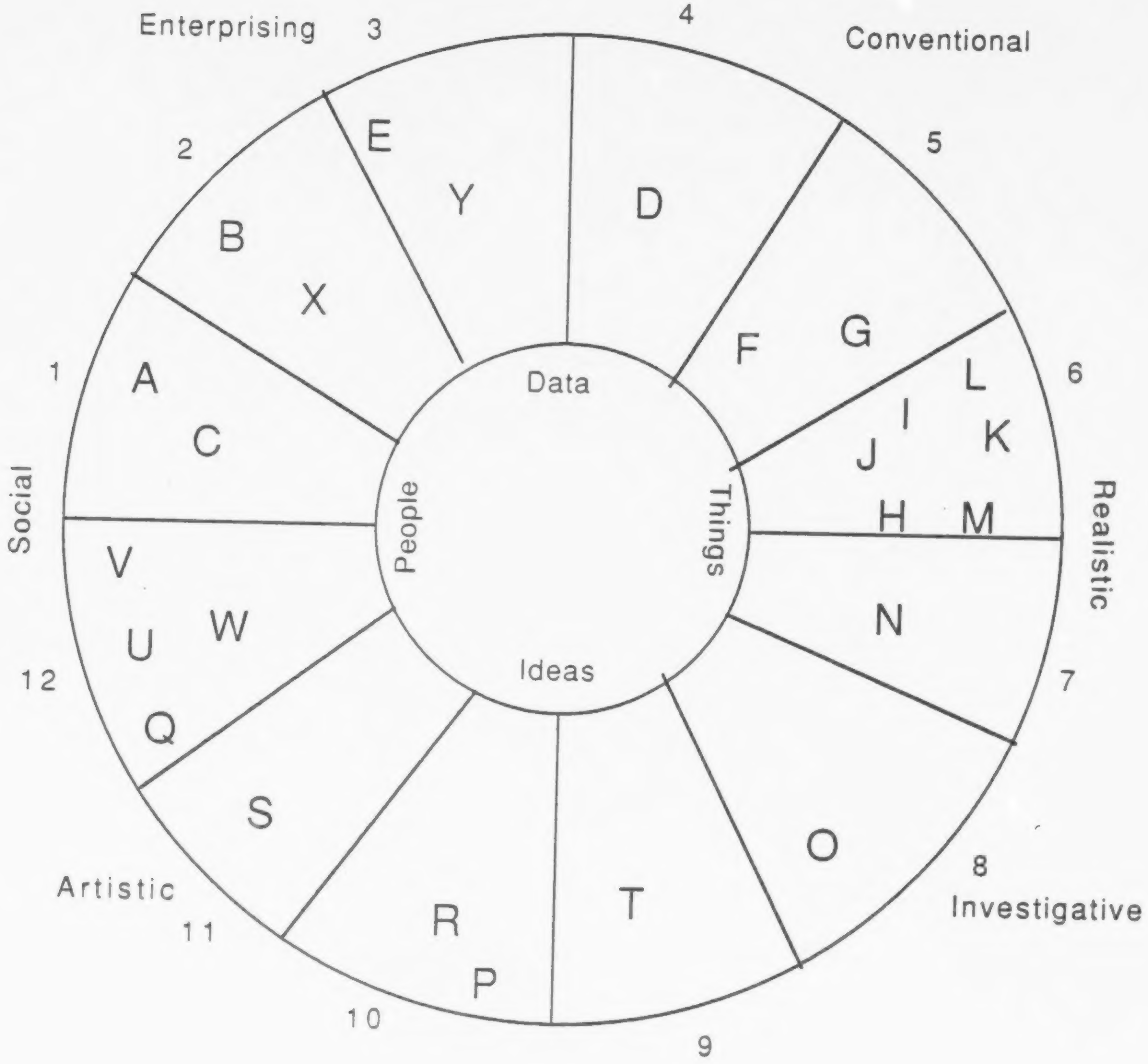
Third, note where the two lines cross. Mark an "I" (for interests) in the same World-of-Work region. (If the lines cross right on the border between two regions, mark an "I" in both regions.) If your interests fall in Region ?, your answers to the activities do not show any clear trends at this time.


SECOND SCORE
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Region 1
Region 2
Region 3
Region 4
Region 5
Region 6
Region 7
Region 8
Region 9
Region 10
Region 11
Region 12
Region ?
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
FIRST SCORE

ACT JOB FAMILIES CHART

Region 1.	A-Promotion and Direct Sales C-Related Sales and Services
Region 2.	B-Management and Planning X-Personal and Household Services
Region 3.	E-Paying, Receiving and Bookkeeping Y-Law Enforcement and Protective Services
Region 4.	D-Clerical and Secretarial Work
Region 5.	F-Office Machine Operation G-Storage, Dispatching and Delivery
Region 6.	H-Human Services Crafts I-Repairing and Servicing Home and Office Equipment J-Growing and Caring for Plants/Animals K-Construction and Maintenance L-Transport Equipment Operators M-Machine Operating, Servicing, and Repairing
Region 7.	N-Engineering and Other Applied Technologies
Region 8.	O-Natural Sciences and Mathematics
Region 9.	T-Applied Arts (Visual)
Region 10.	P-Medicine and Medical Technologies R-Creative Arts
Region 11.	S-Applied Arts (Verbal)
Region 12.	Q-Social Science and Legal Services U-Popular Entertainment V-Educational and Social Services W-Nursing and Human Care

WORLD OF WORK MAP


Enterprising
3
4
Conventional
2
5
E
Y
D
B
X
G
F
1
A
Data
L
6
I
C
K
J
Social
People
Things
Realistic
H
M
V
N
W
U
Ideas
12
7
Q
S
O
8
Artistic
Investigative
R
T
11
P
10
9

NAME:______________________

CLASS:______________________

EXPLORING JOB CHARACTERISTICS WORK SHEET

The purpose of this activity is to help you:

a. Explore occupations.

b. Integrate knowledge of your personality, skills, interests, and vocational values as they relate to career satisfaction.

Please complete the following:

The region I am exploring:______________________________

Letter codes included in this region:______________________________

Job family names in this region:______________________________

The name of the occupation I am exploring:______________________________

This occupation is compatible with my personality/interests in the following ways:______________________________

____

____

____

____

This occupation primarily requires skill in:______________________________

____

This occupation will provide satisfaction for me in the following vocational value areas:____

____

____

____

Area I- Category A- Competency 6

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I UNDERSTAND MY INTERESTS AND ABILITIES, AND HOW THESE CAN HELP ME MAKE A CAREER CHOICE.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: "COPIES OF PERSONAL INVENTORY PARTS 1&2", "PERSONALITY STUDY" AND "ESSENTIAL ITEMS IN THE STUDY OF OCCUPATIONS"

"VOCATIONAL CHOICES"

INTRODUCTION: Students need to integrate knowledge of themselves in making wise vocational choices. This lesson will assist students in relating personal interests and aptitudes when choosing a career.

PROCEDURE:

1. Explain to students that this lesson will assist them in understanding the steps necessary to make a wise vocational choice.
2. Secure as much information as possible about each student by leading them to complete the handouts "Personal Inventory" Parts 1&2.
3. Encourage students to read and discuss the "Personality Study" and relate the information gained from the inventory to this study.
4. Write the list of standard occupational groups on the board and ask students to consider specific occupations from one of the groups that might be appropriate for them.

Standard Occupational Groups:
a) Professional and Managerial
b) Clerical and Sales
c) Service
d) Agriculture, Fishery, Forestry and Kindred Occupations
e) Skilled

f) Semi-skilled
g) Unskilled

5. Lead students in a discussion of the handout "Essential Items in the Study of Occupations."

OBSERVATION NOTES

Be alert for students who have no idea of their interests or abilities and how they relate to occupations. Those students may need some assistance individually at a later time.

PERSONAL INVENTORY

PART 1

Date ____________________

Birthday (month, day, year)

____

Places where you have lived (city, state, and years)

____

____

____

Places you have visited (city, state, or country)

____

____

____

____

Family members (names and relation to you)

____

____

____

Career plans (occupations or jobs that interest you)

____

____

____

____

Work experiences (any job, paid or volunteer)

____

____

____

____

Organizations (groups you now belong to or used to belong to)

____

____

____

____

School subjects liked best

School subjects liked least

PART 2

Interests

Attitudes

Aspirations (What you want to be)

Goals (What you want to do)

Feelings

Beliefs

Values

Concerns

Self-image (What you think of yourself)

Needs or desires

Opinion of others

Family

Friends

Conflicts (Between self and others)

Conflicts (Between right and wrong)

Rules and Laws

Adult expectations

Conformity

Habits

Experiences (Pleasant or unpleasant)

Activities (Desirable or undesirable)

World problems

Plans for education

Career plans (Jobs and occupations)

Travel

Money

Personal possessions (Clothing, records, cars, etc.)

PERSONALITY STUDY

1. Physical characteristics

    a. Personal appearance (dress, grooming, bearing, posture, etc.)
    b. Voice and manner of speaking
    c. State of general health and level of energy
    d. Physical handicaps (if any) and their implications
    e. Age, height, weight, and their relation to specified job requirements

2. Personal qualities

    a. Motives and goals
    b. Level of emotional stability and maturity
    c. Level of social development; degree of ability to get along with people; social poise; tendency toward dominance or submission in relationships with others

3. Pattern of mental abilities (general and special)

    a. General ability to learn
    b. Verbal comprehension (ability to understand written and spoken language)
    c. Word fluency (ability to write and talk easily)
    d. Number facility (ability to think in quantitative terms and to work proficiently with figures)
    e. Visualizing or space thinking (ability to manipulate mentally objects in two or three dimensions)
    f. Facility in inductive reasoning (ability to work out rules or principles)
    g. Ability to memorize

4. Pattern of occupation interests

    a. Outdoor
    b. Mechanical
    c. Computational

d. Scientific
e. Persuasive
f. Artistic
g. Literary
h. Musical
i. Social Service
j. Clerical

5. Aptitudes

a. Manipulative
b. Mechanical
c. Scientific
e. Artistic
f. Musical
g. Other

6. School and nonschool achievements

a. General level of scholarship; grades in specific school subjects
b. Participation in extracurricular activities (school clubs, student government, athletics, etc.)
c. Nature of and success in part-time or full-time jobs
d. Relationships with other members of the family
e. Participation in nonschool social groups (youth, religious, and others)
f. Pursuit of hobbies or other special interests

ESSENTIAL ITEMS IN THE STUDY OF OCCUPATIONS

The principal items for consideration in the analysis of an occupation are covered by the following questions:

1. What is the nature of the work in the occupation? Specifically, what are the activities, duties, and responsibilities of those engaged in it?

2. What special abilities are required in the occupation?

3. What are the special educational prerequisites for entering the occupation? Does the occupation require grade school, high school, technical school, or college training? How many years are required for this special training? How much will this training cost? Are there any special qualifications for securing this training?

4. How can this occupation be entered? Is there an examination? Who conducts it? Are there any special clearing houses or agencies to handle placement? How much do they charge for this service?

5. Are there any restrictions to entering the occupation? What are these restrictions? Are they based on race, religion, nationality, background, intellectual abilities, formal education, physical factors, or personal appearance?

6. What are the working conditions? What are the regular hours of work? Is there much overtime? Are there any particularly busy seasons? Are there physical hazards or mental strains? In what form is the compensation--piece rate, hourly wage, salary, or commission? Does one work alone? Is the work routine?

7. What has been the general trend of employment in the occupation? Is the occupation growing or shrinking in importance? Does the demand for employees vary seasonally? Is there a large turnover in employment? In

what areas of the country is the demand for workers heaviest? What is the demand in the local community and nearby areas?

8. What is the average income, and what is the income range in the occupation? What is the typical starting wage or salary? How much job security does the occupation offer? Is there a pension or retirement plan? What are the chances for promotion? How are promotions obtained? Does a job in this occupation lead to better positions in related occupations?

9. In general, how may this occupation be rated as a life career? How does this occupation contribute to social progress and well-being? What effect does the occupation have on the worker's personal life?

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING AND DEVELOPING CAREERS

COMPETENCY: I KNOW HOW THE PLACE WHERE I LIVE AFFECTS JOB OPPORTUNITIES.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 9
MATERIALS: COPIES OF CAREER ORIENTATION, PERSONAL PROFILE, DECISION MAKING: APPLICATION, CAREER CHOICES, FOR EACH STUDENT.

"CAREER ORIENTATION"

INTRODUCTION: Students need to be aware of some of the components necessary to make the most of their resources, themselves, their school, their community, and their future.

PROCEDURE:
Day One

1. Instruct the students to turn to "Career Orientation." Read paragraphs one and two, stopping for discussion for each question.
2. Paragraph three contains the directions for student activity. Appoint one student to record the class's selections on the chalkboard. Each statement should have only one response. Encourage the students to discuss their reason for their choices. In many of the statements there is more than one correct answer, yet there is one answer which is better than the others. This will give you an opportunity to explain the testing technique which asks students to identify the best answer.
3. If the students respond correctly to the statements, they will spell success. If they respond incorrectly and do not see that they have not correctly spelled success, give them the assistance they need to correct their responses. Discuss with students that today's lesson will help them pursue success.
4. Instruct students to complete the Personal Profile. Discuss as needed.

Day Two

1. Encourage students to make some decisions about working conditions and preferences by completing the handout, "Decision-Making: Application."
2. Lead a discussion of what the students have learned about themselves.
3. Students will identify appropriate careers based on preferences and strengths of hypothetical people on handout, "Career Choices."
4. Discuss as time permits.

OBSERVATION NOTES

Leader should be prepared to help students who are unable to make decisions relative to strengths and preferences.

CAREER ORIENTATION

To orient means to acquaint with the existing situation or environment. An orientation is a general or lasting direction of thought, inclination, or interest. To be oriented means to be intellectually directed.[1]

1. What do you think a career is?
2. How is it different from a job?
3. What do you think it means to be career oriented?

These are serious questions. Some of them are difficult to answer. Have you begun to think about your future? Have you begun to think about a career for yourself? If you haven't, you should. What you learn while you are in high school will help you think about your future.

As a class, make a choice for each of the statements one through seven. Choose the best answer. Write the letters of your choices on the board. As the class discusses the statements, you think about your plans for your future. The teacher will assign a student to write........

1. To make a decision, you should

    e. take the easiest way out.
    s. think about what you could do, then do the appropriate thing.
    u. put other people's feelings first.

2. To study means

    c. to read the book right before the test.
    e. to go to class everyday.
    u. to do all your assignments and review them.

3. To prepare for a test you should

    c. keep up with your daily work.
    s. re-read the whole book.
    u. study all night.

4. Career explorations means

    e. looking for a job.
    s. a job where you explore for lost things.
    c. finding out information about careers.

5. To train for a job, you must

    u. go to college.
    e. find out what's required and where to get it.
    c. work out every day.

6. Public agencies

    s. can help almost everyone.
    e. should only be used if everything else fails.
    u. are all at City Hall.

7. Goals are

    c. scored in soccer.
    s. things a person wants in the future.
    e. put on us by other people.

Do the letters on the board spell a word? They should.

1\.
Webster's New Collegiate Dictionary, 1977 edition

Personal Profile

Different jobs require different types of reading and different all-round qualifications. The following questionnaire is to help you see certain general traits that you have.

1. Do you read the newspaper? If so, what parts?______________
____
2. Name a magazine or two that you read most often.___________
____
3. Name two or more books that you have read which you have especially liked.____
4. What T.V. or radio programs do you especially like?__________
____
5. Check the problems listed which cause you the greatest personal concern.

___clothes
___arguments
___complexion
___getting along with others
___grooming
___health
___how to study
___not able to sleep
___lack of friends
___making friends
___manners
___family
___underweight
___too tall

___money
___overweight
___posture
___poor grades
___putting things off
___depending on others
___selfishness
___shyness
___speech
___talking before groups
___teeth
___tests
___too short

6. What are your chief likes and dislikes? Check if the answer is yes.

___Prefer to work with people?
___Prefer ideas such as research for writing papers, reading?
___Prefer things like automobiles, mechanical equipment?
___Do you prefer to work indoors?
___Prefer outdoor activities?
___Do you prefer physical activities?
___Prefer mental activities?
___Are you a natural leader?
___Do you prefer to have someone tell you what to do?

7. What are your physical and mental characteristics? Check if the answer is yes.

___Are you physically strong?
___Are you nervous?
___Do you work until a job is finished?
___Are you shy?
___Are you self-confident?
___Do you become angry easily?
___Are you calm and not easily irritated?

Decision Making: Application

In the last two lessons you have learned how your values effect your individual decisions and the importance of working together to make group decisions. Now you need to plan for your future and make some decisions about your job goals.

When you begin to plan for your future job you need to make some decisions about working conditions and preferences. You will also need to examine your skills and abilities. Some of the things to consider when making your decisions are listed below. Look at the list. If you could have your choice of any of the working conditions, which ones would you choose?

Working Condition Preferences

An indoor job	or	An outdoor job
A daytime job	or	A nighttime job
A job where the work is interesting but you don't make much money	or	A job where the work is dull, but you make a lot of money
A part-time job	or	A full-time job
A job where you work alone	or	A job where you work with lots of people
A job where you wear old clothes	or	A job where you wear good clothes
A job in the city	or	A job in a rural area
A job where you have a boss	or	A job where you can take it easy and not make a lot of money

A job where you can sit while working — or — A job where you can move around while you're working

____

____

You will also need to decide what you want out of your job. Below is a list of values that describe the reasons for the decisions many people make in their jobs. Look at the list and decide which values best describe the reason for your selecting a particular job.

independence
education
helping others
family welfare
responsibility

money
honesty
creativity
power

long term security
respect of others
immediate pleasures
self satisfaction

Career Choices

In this exercise you will make decisions about the best career selection for each person described. Identify the career you think each person should choose. Be sure to consider the preferences and strengths of each person before you make your choice.

Preferences and Strengths	**Career Choices**
1. Pam	Pam should choose
is well organized	a. chef
is interested in nutrition	b. artist
likes to make things look pretty	
2. Dana	Dana should choose
likes children	a. salesperson
likes to read	b. children's librarian
is creative and likes to organize	
3. Sandra	Sandra should choose
has an interest in science	a. astronomy
is very observant	b. nurse
keeps accurate records	
likes to work with people	
4. Todd	Todd should choose
likes to work with people	a. automobile repairman
enjoys outdoor work-doesn't mind getting dirty	b. math teacher
likes to fix and repair things	

5. Lisa	Lisa should choose
likes to work with her hands	a. carpenter
likes to use tools	b. travel agent
enjoys mathematics	
likes to work outdoors	

---

6. Larry	Larry should choose
likes to work with people	a. ticket agent
has a good speaking voice	b. politician
likes to read schedules	
has good math skills	

In this part of the exercise you may select the career that will be best for people listed below.

7. James	James should be a:
likes to repair machinery	______________________
enjoys math	
is a good ball player	
is big and strong for his age	
likes to build things	

---

8. Suzanne	Suzanne should be a:
likes to talk	______________________
enjoys being in plays	
likes to organize activities	
likes to work with people	

---

9. Pete

Pete should be a: ________________________

is a responsible person
is a good student but gets bored in school
is very quiet
likes to do things for his friends
likes to read and sketch his "supercars"

---

10. Gina

Gina should be a: ________________________

likes to write stories
is a good leader
enjoys reading and language
teaches neighbor kids and reads to them
enjoys outdoor activities

---

11. Mary Jane

Mary Jane should be a: ________________________

likes to spend time outdoors
likes to get up early
has good math and science skills
has good written communication skills
likes to be alone
is curious about many things-prefers to look up answers herself rather than ask someone

Area I- Category C- Competency 15

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

COMPETENCY: I KNOW ABOUT JOBS THAT ARE USUALLY FILLED BY THE OPPOSITE SEX, BUT AVAILABLE TO BOTH SEXES.
TIME: 45-60 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: MEN/WOMEN STORY SHEETS AND ONE ACTIVITY SHEET FOR EACH STUDENT.

"SEX ROLES AND JOBS"

INTRODUCTION: People who are aware of sex role stereotyping have a better opportunity to select jobs and careers which are suited to their interests and talents regardless of traditional sex role.

PROCEDURE:

1. Ask students to rate the following occupations, giving the following instructions: "If you would feel uncomfortable if your mother had that job because you think it is unfeminine, mark it 'men only.' If you would feel uncomfortable if your father had the job, mark it 'women only.'" When they have finished, instruct students to compare opinions on which jobs are male and which female.
2. Have students check which of the jobs listed in Activity #1 they have considered as a possible vocation and to list any other jobs they have considered. Then assign students to find the partner of the opposite sex who has the most similar talents, abilities and skills to them. Have each pair compare lists of occupations, discussing any occupations on the two lists that are different.
3. Distribute copies of the stories and give one marked "men" to each of the males in the class and one marked "women" to each of the females. Instruct them to each write an ending to their story. After students have written a completion to the story, have them choose a partner of the opposite sex and compare stories. "How are your stories different? What might be some of the reasons for the differences between your stories?

Can the differences between your stories be attributed to the differences between the writers (one of you is male, the other female)? Does this experience tell you anything about the way you think males and females differ? Does this experience tell you anything about the ways persons of different sex perceive situations?" If students would like to try this activity again (in either written or oral form), use a different story and have them choose a different partner (or they might want to share stories with the entire class rather than a single partner).

OBSERVATION NOTES

If the counselor would like to make this activity a four-session unit, the following activities may be used. Students who demonstrate the ability to speak clearly and generate relevant examples could be used as small group leaders.

ACTIVITY SHEET

	Men Only	Both Sexes	Women Only
architect	______	______	______
conductor	______	______	______
sportswriter	______	______	______
dress designer	______	______	______
painter	______	______	______
theater director	______	______	______
radio-tv reporter	______	______	______
illustrator	______	______	______
veterinarian	______	______	______
geologist	______	______	______
pharmacist	______	______	______
letter carrier	______	______	______
pilot	______	______	______
carpenter	______	______	______
police officer	______	______	______
florist	______	______	______
cab driver	______	______	______

"MEN" STORIES

MEN: John and Alice live on a remote ranch in northern Montana with their two daughters, Kelly 4 and Marty 2. Both enjoy the rugged life, and before the children were born both worked the ranch together. Suddenly, Alice is killed in an automobile accident. John is faced with a decision about how to both make a living and raise the children. His parents urge him to move in with them in Denver and get a job there. Write a brief story describing John's decision and telling what happens to the family.

MEN: Paul Woolman and Sally Phillips have dated regularly all through high school and are planning to get married. They have tentatively set the wedding date for August after graduation. Both have prospects of fairly good jobs in their home town and would like to remain there. However, two months before graduation, Paul receives a full scholarship to a college five-hundred miles away. What does he do?

MEN: Ed has just graduated from high school. He has a strong interest in Indian philosophy and has decided to go to India. However, he has little money. First, he hitchhikes from his home in Nevada to San Francisco. Then he gets a job on a passenger ship going to Hong Kong. From there he works his way to India doing odd jobs. He ultimately meets a guru and asks if he can study under him. What happens to Ed over the next few years?

"WOMEN" STORIES

WOMEN: John and Alice live on a remote ranch in northern Montana with their two daughters, Kelly 4 and Marty 2. Both enjoy the rugged life, and before the children were born both worked on the ranch together. Suddenly, John is killed in an automobile accident. Alice is faced with a decision about how to both make a living and raise the children. Her parents urge her to move in with them in Denver and get a job there. Write a story describing Alice's decision and telling what happens to the family.

WOMEN: Paul Woolman and Sally Phillips have dated regularly all through high school and are planning to get married. They have tentatively set the wedding date for August after graduation. Both have prospects of fairly good jobs in their home town and would like to remain there. However, two months before graduation, Sally receives a full scholarship to a college five-hundred miles away. What does she do?

WOMEN: Ellen has just graduated from high school. She has a strong interest in Indian philosophy and has decided to go to India. However, she has little money. First, she hitchhikes from her home in Nevada to San Francisco. Then she gets a job on a passenger ship going to Hong Kong. From there she works her way to India doing odd jobs. She ultimately meets a guru and asks if she can study under him. What happens to Ellen over the next few years.

Area I- Category C- Competency 15

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

COMPETENCY: I KNOW ABOUT JOBS THAT ARE USUALLY FILLED BY THE OPPOSITE SEX, BUT ARE AVAILABLE TO BOTH SEXES.
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: CAREER SURVEY (1 COPY FOR EACH STUDENT)

"JOBS FOR BOTH SEXES"

INTRODUCTION: Sex stereotyping of jobs and careers is typically established by grade 7, but these attitudes are often hidden or not readily perceived in individuals. This survey allows students to check on their own perceptions of careers available to men and women.

PROCEDURE:

1. Ask students if they have ever considered what kinds of careers they are interested in. Elicit responses.
2. Ask students if they realize that they have probably already eliminated some career choices without realizing it because of stereotyping. Explain that stereotyping refers to the way we follow traditional ideas and attitudes about jobs, particularly which are suitable for men or women. Ask students for examples of typical "male" or "female" jobs. Ask for careers open traditionally to "both."
3. Distribute survey and ask students to complete.
4. Review results, and ask students if they can identify some "stereotypes" in their responses.
5. Ask students with differing survey results to discuss their reasons behind selected careers- Pick several careers that lend themselves to stereotyping (construction careers, health care. etc).

6. Remind students that they should be aware of how tradition and attitudes confine us to stereotypes, and they can be careful of this rigid process when thinking of careers for themselves.

OBSERVATION NOTE:

Students who rigidly adhere to stereotypes might benefit from individual counseling. An awareness of the factors that are reinforcing their stereotypes (family, friends, etc) will help them.

CAREER SURVEY

1. Place an "M", "F", or "B" on the line if only Males should hold job, Females, or Both. One mark for each career only.

2. Tally your choices at the bottom of each page and the Grand Total at the end of the last page.

I. AGRI-BUSINESS AND NATURAL RESOURCES

M F B

Animal Husbandman ____
Animal Research ____
Scientist ____
Petroleum Engineer ____
Entomologist ____
Plant Research Scientist ____
Service Worker ____
Cowboy ____
Farm Worker ____
Veterinarian ____
Geologist ____
Geophysicist ____

M F B

Miner ____
Oil Refinery Worker ____
Cooperative Extension ____
Rancher ____
Rig Builder ____
Soil Conservationist ____
Farmer--dairy, livestock ____
Soil Scientist ____
Forester ____
Veterinary Aid ____
Wild Life Scientist ____
Microbiologist ____

II. BUSINESS AND OFFICE

Accountant ____
Bookkeeper ____
Clerk Typist ____
Computer Programmer ____
Dealership Operator ____
Fiscal Manager ____
General Office Clerk ____
Insurance Agent ____

Keypunch Operator ____
Machine Transcriber ____
Office Manager ____
Office Supervisor ____
Real Estate Broker ____
Secretary ____
Stenographer ____
Systems Analyst ____

III. COMMUNICATION AND MEDIA

Creative Writer ____
Darkroom Technician ____
Darkroom Worker ____
Display Technician ____
Editor ____
Electronics Engineer ____
Cable Splicer ____
Illustrator ____
Journalist ____
TOTAL ____

Photographer ____
Reporter ____
Sign Painter ____
Telephone Installer ____
Telephone Lineman and
Layout Man ____
TV and Radio Announcer ____
TV and Radio Engineer ____
TV/Radio Prog. Direc ____
TV/Radio Repair Tech ____
TOTAL ____

IV. CONSTRUCTION

M F B

Architect-commer. _____
Architect-landscape _____
Architect-residential _____
Bricklayer _____
Carpenter _____
Cement Mason _____
Construction Laborer _____
Electrician _____
Elevator constructors _____
Engineer-Civil _____
Engineer-electrical _____
Engineer-mechanical _____

M F B

Floor Covering Installer _____
Glazier _____
Iron Worker _____
Lather _____
Metal Worker _____
Painter _____
Paper Hanger _____
Plasterer _____
Plumber and Pipefitter _____
Roofer _____
Sheet Metal Worker _____
Stonemason _____

V. CONSUMER AND HOMEMAKING

Chef _____
Cleaner _____
Clothing Assembler _____
Clothing Cutter _____
Clothing Designer _____
Clothing Inspector _____
Clothing Machine Oper. _____
Clothing Pattern Maker _____
Clothing Presser _____
Clothing Weaver _____
Consumer Counselor _____
Cook _____
Dietician _____
Food Journalist _____
Food Processor _____

Food Purchaser _____
Food Service Industry _____
Food Tester _____
Furniture Maker _____
Furniture Refinisher _____
Home Economist _____
Home Management Coun. _____
Household Day Worker _____
Housekeeper _____
Interior Decorator _____
Laundry Worker _____
Presser _____
Product Demonstrator _____
Upholsterer _____
Waiter _____

VI. ENVIRONMENT

Air Analyst _____
Anit-pollution Enforc. _____
Bacteriologist _____
Conservationist _____
Engine Emission Inspec. _____
Exterminator _____
Farmer _____
Florist _____
Game Warden _____
Gardener _____
Hydroponic Plant Cult. _____
TOTAL ____

Industrial Pollution Contr. _____
Landscape Architect _____
Marine Biologist _____
Meteorologist _____
Mine/Dump Restoration _____
Pollution Control Engin. _____
Pollution Regulation Enfo. _____
Sanitation Men _____
Soil Analyst _____
Urban Planner _____
Water Analyst _____
TOTAL ____

TOTAL M: ______
TOTAL F: ______
TOTAL B: ______

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

COMPETENCY: I CAN TAKE COURSES APPROPRIATE TO MY CAREER CHOICE EVEN THOUGH MOST OFTEN THEY ARE TAKEN BY THE OPPOSITE SEX.
TIME: 10 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: NONE

"YOUR COURSES MAKE YOUR FUTURE"

INTRODUCTION: Students may occasionally be reluctant to take courses that they may need to be fully informed about their career interests because the courses are most typically taken by members of the opposite sex. The object of this lesson is to help students recognize that reluctance and encourage them not to be deterred in choosing appropriate classes. This short lesson can be a quick "add-on" to general instructions to students about course selection.

PROCEDURE:

1. Introduce the topic by telling a story or anecdote about the reluctance of students to choose courses that might more typically be taken by members of the opposite sex. A personal experience or humorous story about a past student might be effective in focusing attention on the issue.
2. Poll the class for their ideas about which courses might be difficult for some students to take. Besides the very obvious difficulties in boys taking home economics, or girls taking auto mechanics, bring up more subtle issues like the possible reluctance of girls to take higher science or math classes, or for boys to take "family living" or similar courses.
3. Conduct a quick discussion on why these barriers to free choice exist. Allow students to brainstorm their ideas.
4. Conclude by re-emphasizing the need and the right for individuals to be able to pursue their interests regardless of the limitations of gender stereotypes.

OBSERVATION NOTES

Some students may express a great deal of fear that they may be ridiculed if they take a class where they will be the minority gender. Those persons may be selected for individual conferences and might be scheduled later for a check-in conference to see how well the student is coping with the situation.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

COMPETENCY: I CAN HANDLE ADULT DISAPPROVAL, HOSTILITY OR OPPOSITION IF I HAVE AN INTEREST IN, OR CHOOSE, A COURSE USUALLY CHOSEN BY THE OPPOSITE SEX.
TIME: CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: ROLE SURVEY

"CHANGES IN OCCUPATION"

INTRODUCTION: To explore the way our culture exaggerates the sex differences and perpetuates male and female stereotypes.

PROCEDURE:

1. Stimulate discussion about stereotypes and discrimination.
2. Inform students of the meaning of stereotypes and discrimination.
3. Distribute activity sheet to students. Students are required to rate occupations by checking the column F if they think the job should be for a female, and M if it should be for a male.
4. Break into small groups. Let each students share their list. Encourage debate and discussion. Questions to be asked:

   a) Did we stereotype some occupations? Why?
   b) Do you think job discrimination should be eliminated completely?
   c) If your parents were making this check list, how would it look?
   d) How about your grandparents' list?
   e) Your children?

f) Is there discrimination and stereotyping of boys and girls in school?
g) Does anyone have an example?
h) In what areas particularly?

OBSERVATION NOTES:

Any student who seems uncomfortable in the discussion groups or does not participate may need individual sessions to explore their feelings about stereotyping.

ROLE SURVEY

	M	F	First names of people you know in each occupation (as many as you can think of)
Nurse			
Hockey Player			
Pilot			
Typist			
Soldier			
Bus Driver			
Miner			
Farmer			
Elem. Teacher			
Telephone Operator			
Boxer			
Senator			
Hair Stylist			
Plumber			
Artist			

Judge		
Model		
Gymnast		
Scientist		
Explorer		
Football Player		
File Clerk		
Airline Attendant		
Race Driver		
Doctor (M.D.)		

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

COMPETENCY: I CAN HANDLE ADULT DISAPPROVAL, HOSTILITY, OR OPPOSITION IF I HAVE AN INTEREST IN OR CHOOSE A COURSE USUALLY CHOSEN BY THE OPPOSITE SEX.
TIME: CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: COPIES OF JUANITA'S DILEMMA

"JUANITA'S DILEMMA"

INTRODUCTION: It is beneficial, whenever possible, to provide opportunities for students to see correlations between concepts learned in school and everyday living. This lesson relates directly to the Government and Economics concept of equality in regard to employment practices. It is helpful in providing opportunities for students to become aware of some possible problems associated with a non-traditional career choice. It defines a course of action that may be taken, within limits, when similar problems occur. The lesson was not developed to discourage non-traditional career choices but to provide a strategy that may be used in the future, if necessary. A follow-up lesson on non-traditional career choices would be appropriate.

PROCEDURE:

1. Introduce the lesson in the following manner:

    a) Have you ever worked on a school assignment and asked, "How does this relate to the world outside?" Then this lesson is designed for you. Today, we will look at how the concepts and ideas you form while studying government can help you when you go to look for a job.

    b) A government makes and enforces rules which are known as laws. Governments are run by the people and relate to their daily lives.

By creating and enforcing laws,governments are able to provide certain basic rights to all its people. The people must obey the rules of their government or be punished.

   c) One of the rights guaranteed to all Americans is "the right to apply for a job for which you are qualified, regardless of race, sex, religion, or national origin." The law which ensures this right is called the "Equal Opportunities Act."

2. State that this law came about because it was brought to the attention of the government that some people were being denied a job because of some particular reasons. List, with the aid of the students, some reasons for denying jobs in the past. Keeping the discussion brief, lead the discussion to the identification of the following points:

   a) Sex- - Certain jobs were "considered" for "men only" and others for "women only" and a person of the other gender would not be allowed to apply.
   b) Race- - Blacks, Spanish surnamed, and Orientals were often denied jobs because of their color or national origin.
   c) Religion- - Jews, Catholics, etc. were often denied positions because of their religious beliefs.

3. State that:

   a) Now, because of the government's responsibility to ensure all its citizens equal rights, you should not encounter these problems when you go to apply for a job. Questions relating to these areas have also been removed from job applications.
   b) If you apply for a job and have sound proof that you were denied the position because of your race, sex, or religion, you may file a complaint against the company and action will be taken. Contact: Your Local Equal Employment Opportunity Commission.

4. Distribute copies of "Juanita's Dilemma."
5. Read the story orally.
6. Allow the students to work in dyads or groups of no more than five (5) for approximately 15 minutes to complete the activity.

7. Reassemble the group to discuss, share and compare answers.

OBSERVATION NOTES:

Students may still have ambiguous feelings about sex stereotyping. Those unable to release preconceived notions may need individual counseling or further activities in this area.

JUANITA'S DILEMMA

Juanita Sanchez read an ad in the Sunday Classified section of the Post-Dispatch that the "Keep On Truckin Company" needed a truck driver. The ad stated the applicant should be in good physical condition, have a chauffeur's license, experience, and be willing to travel out of state.

Since Juanita met all these qualifications, she decided to go down the next morning to apply for the job. She arrived promptly at 8:00 a.m., just ahead of a male applicant.

They were both given an application and asked to sign the interview roster. As they waited to be called, Juanita talked to the young man. She discovered that he had no prior experience and was recovering from a back injury.

Finally, Juanita was called. The interviewer hastily went over her application and told her that the company's past experience in hiring Spanish surnamed employees had not been good. He also said that the company did not hire women drivers, but he promised to keep her application on file in case they should ever change this policy.

Out of frustration and curiosity, she decided to wait until the young male applicant had finished his interview to see if he would be hired.

1. Had one of Juanita's rights been denied?__________ if so, which one?____

   ____

   ____

2. What should Juanita do?____________________________________

   ____

   ____

3. Did Juanita qualify for the job?______________________________

4. What things were said during the interview that prove Juanita was not treated fairly?____________________________________

____

____

5. What do you think will happen to the "Keep On Truckin' Company"?____

____

____

____

ANSWERS FOR "JUANITA'S DILEMMA"

1. Yes, the right to apply for a job and not be discriminated against because of race, color, or sex.

2. File a complaint with the Commission of Equal Employment.

3. Yes.

4. a. Past experience with Spanish surnamed employees not good.
   b. Company doesn't hire women.

5. Answers will vary.

Area I- Category C- Competency 18

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS

COMPETENCY: I CAN HANDLE KIDDING OR TORMENTING FROM OTHER STUDENTS IF I HAVE AN INTEREST IN OR CHOOSE A COURSE USUALLY TAKEN BY THE OPPOSITE SEX.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: QUESTIONNAIRE SHEET

"EQUALITY CHOICE- JOBS AND CAREERS"

INTRODUCTION: Inform all students that we all have talents and skills we need to identify and learn to apply. These skills are already possessed and are required for a wide variety of jobs. As students apply their work skills in various job related activities, they find that: (1) a skill is not dependent upon gender and (2) a skill required for one type of work is often transferable to another.

PROCEDURE:

1. Stimulate discussion of stereotypes in occupational and home sex-roles.
2. Inform students that if they apply their work skills in various job related activities, they find that:

    a) a skill is not dependent upon gender
    b) a skill required for one type of work is often transferable to another.

3. Distribute questionnaire to students.
4. After students have completed the worksheet, discuss the answers with the students.

OBSERVATION NOTES:

Some students may need help with defining some of the terms. While they are working on the worksheet, the counselor should circulate and give help where needed.

Questionnaire Sheet

1. What do you think a "job" is?

2. Do you have job's that you do at home or school?

3. What do you think "work" is?

4. Why do you think people work?

5. Do you think both women and men work at jobs?

6. What do you think the word "skill" means?

7. Do you think you have some skills?

Answer Sheet

1. Piece of work, task done by assignment, or volunteered or by agreement for pay or no pay, a chore, a duty.

2. Students name job.

3. A job is a type of work. Both work and job can be used interchangeably at this level.

4. Most answers should be acceptable.

5. Most answers should be acceptable.

6. Being able to do a small part of a larger job well. Ability to perform a stated function.

7. Students can name skills, able to play sports, and musical ability.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE AND FEMALE RELATES TO JOBS AND CAREERS

COMPETENCY: I KNOW HOW TO GET ALONG WITH MEMBERS OF BOTH SEXES ON THE JOB.
TIME: ONE CLASS PERIOD (45-60 MINUTES)
GROUP SIZE: CLASS OR GROUP GRADE LEVEL: 11-12
MATERIALS: NONE

"SEXUAL HARASSMENT AT THE WORK PLACE"

INTRODUCTION: The issue of sexual harassment at the workplace is explored in this activity. Students are presented with the definition of sexual harassment as "Verbal or physical conduct of a sexual nature, imposed on the basis of sex that denies, limits, provides different, or puts conditions on the provision of aid, benefits, services, or treatment." Students will be asked to focus not only on employer-employee relationships, but also on harassment between co-workers.

PROCEDURE:

1. Introduce the topic of harassment and read the definition. Ask students if they have any knowledge or personal awareness they would feel free to share.
2. Ask students to focus on co-worker harassment. Elicit responses that give examples of how co-workers may harass others. Point out that often this harassment takes the form of "joking" and "teasing."
3. Focus on the feelings involved. Ask what feelings might a person have who harasses others? (anger, resentment, jealousy, etc. could be possible) Ask what feelings does the harassed person have (anger, shock, embarrassment, etc.).
4. Role play a situation that may be typically encountered by 11-12 grade students.

   a) Male student who is continually asked to do the manual labor tasks at a job while female employees with supposed same duties are not so asked.

b) Female student who, while interviewing for job, is discouraged by prospective employer from certain tasks.

5. Focus on techniques for countering the feelings and circumstances involved in harassment.

   a) "I" Message - the direct communication of feelings to the harassing party. "I am embarrassed when you ___________. . Please stop."
   b) "I" message with promise of action to follow. "I am embarrassed when you ____________ . I have asked you to stop. If you continue I will talk to ______________ about this matter." (Supervisor, co-worker, parent is the optional party to be consulted.)

OBSERVATION NOTES:

The student who seems unable to relate to the feelings of the harassed party should be made aware of this fact and given the opportunity to explore this situation.

Area I- Category C- Competency 20

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

COMPETENCY: I KNOW HOW BEING MALE OR FEMALE AFFECTS MY CAREER CHOICE.
TIME: 40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: INTERVIEWS (ONE FOR EACH PARTICIPANT)

"TO BE OR NOT TO BE"

INTRODUCTION: This lesson addresses the issue of freedom of choice in choosing careers. The students' attitudes toward what is "masculine" and "feminine" and how those attitudes affect career choices also will be explored.

PROCEDURE:

1. Explain the terms "stereotype" and "role-reversal".
2. Introduce the activity with an explanation of attitudes about male/female careers.
3. Ask students to name some careers for men and some for women. Where did these ideas come from?
4. Assign roles from "Interview" activity. Reporter (female), Carol Carpenter (female), Nathan Nurse (male), Judy Jockey (female), Scott Secretary (male).
5. Students participating in the "Interview" activity should stand in the front of the class and read the script.
6. Discuss how each interviewee felt about the part they played?
7. Ask students to respond with feelings about the role reversals, their willingness to consider jobs that are stereotyped for male/female, and what is the most important thing to consider in making a career choice? How does attitude affect career choices?

OBSERVATION NOTES

Be aware of students who voice hostility or exhibit undue discomfort with role-reversal in careers. These students may benefit from individual consultation.

INTERVIEWS
ROLE-REVERSAL CAREERS

Reporter:
Not too long ago, only men were reporters. As you can see, things have changed. Today we are going to explore some careers through interviews with people who, like me, have made career choices in fields which at one time were stereotyped or considered to be only suitable for males or females.

I would like you to meet Carol Carpenter. Carol has been a carpenter for the past eleven years. Carol, why did you decide to be a carpenter?

Carol Carpenter:
"I always liked working with my hands but it wasn't until I was married and needed some things in the house that I discovered I could make things and do repairs. My friends were impressed and liked what I did so much that they told other people about me, and since we could use the money, I started doing jobs for pay."

Reporter:
"What is the hardest thing about being a female carpenter?"

Carol Carpenter:
"Hauling large pieces of wood and dealing with men in the lumber yards. Some men seem to resent having a woman doing what they consider to be a man's job."

Reporter:
"Thank you Carol Carpenter. I would like you to meet Nathan Nurse. Can you tell us why you made the decision to become a nurse, Nathan. Isn't nursing considered to be a woman's job?"

Nathan Nurse:
"Nobody becomes a millionaire by becoming a nurse. I think my decision to be a male nurse came about because I wanted to do something to help people, something that mattered and counted for

something. There are only five percent male nurses in Nursing Schools now but that number is expected to grow. I think people sometimes have a hang-up about males entering so-called female professions, but if that is what you want to do, go for it. You are the one who should be satisfied with your own career."

Reporter:
"Thank you Nathan Nurse. Next, we will speak to Judy Jockey. Judy has been a jockey for six years."

Judy Jockey:
"Yes I have been a jockey for six years and have been riding horses since I could walk. My parents have helped me turn what was a childhood interest into a very exciting and well-paying career. I am the perfect size to be a jockey because I am small. Most jockeys are men and some of them don't like women jockeys, but after all, why shouldn't women be good at that? Why shouldn't women be able to have a career they want?"

Reporter:
"I understand you, Judy. Thank you. Our last interview is with Scott Secretary. Scott has been a secretary with a large corporation for eight years. Scott, tell us something about your career as a secretary."

Scott Secretary:
"In high school, I took some courses in Accounting and Typewriting and enjoyed them very much. I got A's in all my business courses. I couldn't see how I could go to college after graduation from high school, so I decided to go to a Business School to learn how to be an office worker. I have worked my way up from the Mail Room to a responsible position as a Secretary. I can go much higher with this company if I continue to do well. People make remarks about me being a male secretary, but I am happy with my choice and I think that is the most important thing."

Area I- Category D- Competency 21

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: MAKING DECISIONS ABOUT COLLEGE

COMPETENCY: I KNOW ABOUT VARIOUS COLLEGES AND WHAT THEY OFFER.
TIME: 4 (20-30 MINUTES) SESSIONS
GROUP SIZE: SMALL GROUP OR INDIVIDUAL GRADE LEVEL: 9-10
MATERIALS: RECENT COLLEGE CATALOG, COLLEGE TESTING DATES AND REGISTRATION FORMS AND A FOLDER FOR EACH STUDENT (THESE MATERIALS ARE NOT INCLUDED AND MUST BE OBTAINED BY GUIDANCE PERSONNEL).

"COLLEGE INFORMATION FILE"

INTRODUCTION: You can help students begin the college preparation and college selection process by encouraging them to build their own file of relevant information. You may offer to let them keep it all in their advisement folder at school, or they may prefer to create a separate notebook at home. This activity need not be limited to college selection. It could be adapted to assist students in preparing for any post-high school education or training.

PROCEDURE:

Session #1

Inquire if students have any information on colleges and what they offer. Do students understand application procedures? Ask them and clarify. After a small group or an individual gives the leader information or suggestions on what they know, the leader can give some suggestions on how to find and build their own college information file.

Session #2

Display the following materials and explain the uses of each:

a) A college catalog
b) A list of college testing dates and registration forms
c) A sample college application
d) Handouts on college information or instructions on "How to Visit a College," or scholarship information
e) A list of dates of college speakers
f) A copy of college reference book
g) A list of addresses

Session #3

Instruct and supervise the students in drafting letters to colleges asking for brochures, catalogs, applications, or financial aid information. Ask them to return when this material is received.

Session #4

1. Allow the students to review this material. Be available to answer any questions.
2. Assist the students in planning the next steps in preparing for college. This might include:

a) Enrolling in appropriate high school classes.
b) Visits to college campuses.
c) Taking tests
d) Talking to people about a college of interest.
e) Planning for deadlines in making decisions

OBSERVATION NOTES

It would be helpful if the counselor had some recent college material samples to give students ideas and information that would be helpful to them. Depending on your school size, the number of sessions may vary. Also type of information may vary depending on your area and interest of the students.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: MAKING DECISIONS ABOUT COLLEGE

COMPETENCY: I KNOW ABOUT VARIOUS COLLEGES AND WHAT THEY OFFER.
TIME: THREE CLASSROOM SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: COPIES OF COURSE OFFERINGS FROM VARIOUS COLLEGES OR UNIVERSITIES
COLLEGE CATALOGUES FROM ABOVE

"INTRODUCTION TO COLLEGE TERMINOLOGY"

INTRODUCTION: This activity will guide students so that they will feel comfortable and competent in their decision-making about choosing a course of study. Students who may not plan to attend college upon graduation from high school will also gain information that may lead them to re-evaluate their decision.

PROCEDURE:

1. Introduce the lesson by explaining that the purpose of the unit is to inform students about college hours, average class load, lab and lecture sessions. Students will learn how to read a college catalogue, become familiar with pre-requisites and determine general education requirements. Students will receive an overview of specific major requirements in various academic disciplines.
2. Lesson #2- Define college hours, average load, labs and lecture sessions.
3. Hand out catalogues and course offering sheets from a local college as a representative sample. Show students how to read the catalogue, explaining pre-requisites and helping to determine general education requirements.
4. Lesson #3- Divide class into groups of four. Tell students to select a major and check requirements. Students will be expected to make a sample schedule and will learn to compute the GPA.
5. Question and answer session.

OBSERVATION NOTES:

High school students have limited knowledge of what is involved in selecting college courses, as well as most aspects of their future college experience. This activity may identify students who are overly-anxious about college and may help alleviate some of those anxieties. At the end of the unit students have learned how to schedule courses in order to meet general education requirements. They also have a working knowledge of what hours, general education requirements, lab and lecture sessions were, as well as computing GPA.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: MAKING DECISIONS ABOUT COLLEGE

COMPETENCY: I KNOW ABOUT VARIOUS COLLEGES AND WHAT THEY OFFER.
TIME: 2 CLASS PERIODS (45-60 MINUTES EACH)
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: "TYPES OF COLLEGES", "ADMISSION PATTERNS" AND "MY PERSONAL ACADEMIC SUMMARY"

"WHAT COLLEGE IS FOR ME?"

INTRODUCTION: Students need to fit their academic pattern (grades, rank in class, test scores) into a general outline of what colleges expect of prospective students, and explain unclear terms.

PROCEDURE:

1. Ask students what the admission requirements are of colleges tehy are familiar with.
2. Develop a list of data a college needs before admitting a student.
    - a) GPA
    - b) Rank in class
    - c) ACT/SAT test scores
    - d) High School Curriculum
    - e) Extra-curricular activities
    - f) Honors/awards earned
3. Distribute worksheets "Types of Colleges" and "Admission Patterns" and discuss them.
4. Discuss exceptions to guidelines:

   - a) If GPA and rank in class are low, test scores may compensate.
   - b) Lower GPA is acceptable if strong academic curriculum was pursued.
   - c) Extra curricular activity: if limited perhaps a part-time job was held; home responsibilities, etc.
   - d) If initial ACT/SAT scores not consistent with general test background, consider re-taking.

5. Hand out "My Personal Academic Summary"
6) Encourage students in groups to review college catalogues for admission requirements to determine which category on "Admission Patterns" handout the college belongs.

   - a) Have individual students prepare a list of appropriate schools which fit their academic summary.

OBSERVATION NOTES:

Note those students whose list of schools reflect unrealistic expectations. Check students who do not have personal information necessary to complete "My Personal Academic Summary." Help them to secure accurate data.

TYPES OF COLLEGES

Once you have made decisions about what you want to do with your life, you will need to make choices about the training required. Will you need college, trade/technical school, apprenticeship training? Could military training be of benefit to you? Your school counselor is a resource, who as well as your parents, teachers, labor representatives, and military recruiters may provide information to assist you in making plans. Please read the information listed below.

A. Types of Educational Institutions

COLLEGE: An institution that offers educational instruction beyond high school level in a two-year or four-year program.

UNIVERSITY: An academic organization which grants undergraduate and graduate degrees in a variety of fields and which supports at least two degree-granting professional schools that are not exclusively technological (such as medicine, journalism, or agriculture). It is composed of a number of "Schools" or "Colleges", each of which encompasses a general field of study.

LIBERAL ARTS COLLEGE: Four-year institution which emphasizes program of broad under-graduate education. Preprofessional or professional training may be available but is not stressed.

TEACHERS COLLEGE: Almost all public teachers colleges have become liberal arts "state colleges" offering majors in the field of education.

COMMUNITY COLLEGE (SOMETIMES CALLED A JUNIOR COLLEGE): Two-year institutions of higher learning which provide vocational training which leads to two-year course of study at another college or university.

JUNIOR COLLEGE: Two-year institutions of higher learning which provide vocational training and academic curricula often leading into a four-year course at another college or university.

ENGINEERING OR TECHNOLOGICAL COLLEGE: Independent professional schools which provide four-year training programs in the fields of engineering and the physical sciences. They are often knows as Institutes of Technology or Polytechnic Institutes.

TECHNICAL SCHOOLS: A two-year institution which offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering and the physical sciences. These schools may also offer one-year certificate programs in certain crafts and clerical skills.

NURSING SCHOOL: There are two kinds of nursing schools. At schools affiliated with hospitals, students receive R.N. degrees upon completion of their training. At schools affilated with four-year colleges, students receive both a B.S. degree and an R.N. and have possibilities of entering the field of nursing administration.

MILITARY SCHOOL: Federal military academies prepare officers for the Army, Navy, and Air Force. These institutions (West Point, Annapolis, and Air Force Academy) require recommendation and appointment by members of Congress. Private and state supported military institutes, however, operate on a college application basis. They all offer degree programs in engineering and technology with concentration in various aspects of military science.

BUSINESS SCHOOL: Business schools fall into two categories. At some colleges it is possible to specialize in business administration or in a two-year secretarial course in conjunction with supplementary liberal arts courses. Other institutions offer predominantly the business or secretarial courses and may or may not be regionally accredited.

ADMISSIONS PATTERNS

B. Typical College Admissions Patterns

	Highly Competitive	Competitive	Moderately Competitive	Relatively Non-Competitive	Open
	"Big Name" colleges and universities i.e. Yale, Harvard, Stanford, Northwestern	Established colleges and universitites including both private and some out-of-state public institutions, i.e., CMC, Wash. Univ., Drake, Westminister St. Louis Univ.	Private and public colleges and universities i.e., UMSL, UMC, UMKC, UMR	Some-in-state public institutions, certain private colleges and univer- Southeast MO State, Northwest Northeast	Comm. Colleges, some junior colleges and under certain conditions probationary admission to public institutions, i.e. Florissant Valley
Grade Point Average (accumulative)	3.400+ (A-B)	3.000+ (B)	2.500+ (B-C)	2.150+ (C-D)	1.000+ (D-C)
Rank in Class	Top 5-15%	Top 25%	Top 50%	Top 70%	100%
ACT: Composite Standard Score	28	23	21	17	
Other CEEB: SAT Verbal & Math Scores combined	1200+	1000+	900+	800+	Tests
High School Credits:					
English	4	4	4	4-3	3
Soc. Stud.	3-4	3	3	3	3
Math	4-3	3	3	2	1
Science	3-4	3-2	2-3	2-1	1

MY PERSONAL ACADEMIC SUMMARY

Current GPA ____

Rank in Class ____

High School Credits I Will Have Earned by Graduation:

English _______
Social Studies ________
Math ________
Science _______
Foreign Language _______
Electives ________

CTBS Scores

	Very High	Above Average	Average	Below Average	Very Low
Reading					
Spelling					
Language					
Math					
Composite					

PSAT (Verbal & Math) scores (10th grade and/or 11th grade) ______

SAT (Verbal & Math) scores (11th grade) _________

ACT composite scores (11th grade) __________

Using the above information and the handout, what type of college will I be most likely to be admitted to?

Highly Competitive _____________
Competitive______________
Moderately Competitive _____________
Relatively non-competitive _____________
Open _____________

Area I- Category D- Competency 22

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: MAKING DECISIONS ABOUT COLLEGE

COMPETENCY: I KNOW HOW TO PICK A COLLEGE.
TIME: 3 CLASS PERIODS (3 HOURS)
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: COPIES OF COURSE OFFERINGS COLLEGE CATALOGUES

"COLLEGE INFORMATION"

INTRODUCTION: Prior to attending college, students need to be aware of information that will make college planning and the transition from high school to college less difficult.

PROCEDURE:

1. Introduce the lesson by explaining the purpose of the unit which involves teaching students about college hours, average class load, lab and lecture sections. Students will learn how to read the catalogue, understand pre-requisites and determine general education requirements. They will also have an overview of specific major requirements in various academic disciplines. Completing a sample schedule and computing G. P. A. is also included.
2. Administer the college information pre-test.
3. Define college hours, average load, labs and lecture sections.
4. Break the class into pairs.
5. Hand out catalogues and course offering sheets from a local college as a representative sample.
6. Teach students how to read the catalogue, explain pre-requisites and how to determine general education requirements.
7. Students should select a major and look up the requirements.
8. Students make a sample schedule and learn to compute G. P. A.
9. Conduct a question and answer session.
10. Administer the post-test.

OBSERVATION NOTES

The students involved in this unit had a limited knowledge of what was involved in selecting college courses. At the end of the unit students had learned how to schedule courses in order to meet general education requirements. They also had a working knowledge of what hours, general education requirements, summer orientation, lab and lecture sessions were. Those who did not progress should be given additional instruction.

COLLEGE INFORMATION PRE-TEST

1. How often does a 3 hour class meet per week?__________

    A. 1 hour per day on Monday, Wednesday and Friday.
    B. Approximately 1 1/2 hours per day on Tuesday and Thursday.
    C. 3 hours on Wednesday.
    D. All of the above.

2. How many hours per semester is an average class load?______

3. What are General Education Requirements? __________________
____
____

4. In college your G.P.A. is calculated by points. What are the following letter grades worth? A=______ B=______ C=______ D=______ F=______

5. Psychology is a 3 hour course and you earned a B. American History is a 5 hour course and you received an A. What is your G.P.A.? __________

6. A lecture class is ____
____

7. A lab class is ____
____

8. Lab classes are offered in history and speech etc...True or False

9. What is summer orientation?_________________________________
____

10. What are the steps to follow in developing a schedule? (Rank in order of occurrence.)

______ check course schedule sheet

______ check course description

______ check General Education Requirements

______ check pre-requisites

______ make a trial schedule

______ see an advisor

College Information Post-Test

1. What are college hours?

2. What in general are general education requirements?

3. Roughly how long do students spend on these requirements?

4. What is an average semester load?

5. What are the benefits of attending summer orientation?

6. Rank in order of occurrence how to develop a schedule.

______ check course descriptions

______ check general education requirements

______ check pre-requisites

______ make a trial schedule

______ check course schedule sheet

Area I- Category D- Competency 23, 28

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: MAKING DECISIONS ABOUT COLLEGE

COMPETENCY 1:	I HAVE VISITED COLLEGES.
COMPETENCY 2:	I KNOW HOW TO FIND A PLACE TO LIVE WHILE ATTENDING COLLEGE.
TIME:	MORNING OR AFTERNOON - 1/2 SCHOOL DAY COULD BE EXTENDED TO WHOLE DAY
GROUP SIZE:	CLASS GRADE LEVEL: 11-12
MATERIALS:	"SAMPLE QUESTIONS TO ASK AS YOU EXPLORE COLLEGES"

"A DAY ON A COLLEGE CAMPUS"

INTRODUCTION: It is important to be physically present on various college campuses in order to familiarize oneself with the atmosphere and learn first hand some aspects of college life.

PROCEDURE:

1. Arrange for transportation.
2. Arrange appointments for the group with the admissions office of the selected colleges. The visit should include:

    a) a tour of the campus.
    b) information session with the admissions personnel provided for students.
    c) an opportunity for student questions with admissions personnel and college students.

3. Distribute handout "Sample Questions to ask as you Explore Colleges" to students.
4. Give students an opportunity to write individual questions on the handout.
5. Point out specific aspects visible on the college campus. Examples might be observable attitude of students on campus or quantity/quality of food in cafeteria.

OBSERVATION NOTES

Counselor needs to note questions asked by students to see that necessary information was provided. Encourage students to make individual visits to colleges with parents.

Sample Questions to Ask as You Explore Colleges

The purpose of this set of questions is to help you organize your college exploration. Remember, there is no one college for you - there are many at which you can be happy and meet your educational goals. Look for learning climates which you feel will challenge you and fit your style.

Talk with students as well as admissions staff members.

The Academic Environment

1. What areas of study are emphasized, and how do they fit your field of interest and ability? Is the college strong in science, fine arts, the humanities, your areas? How many students are in your areas of interest, and how does this number compare with other fields?

2. What courses are included in a typical freshman program? What are the sizes of these classes? Do students select all their courses or are there core requirements?

3. How many students do not return after the freshman year?

4. How intense is the academic atmosphere (average hours spent studying, library full on weekends, average SAT, ACT scores, etc.)?

5. What are the library's hours? Would you want to spend much time there? Where do most students study?

6. Are members of the faculty and administration easily accessible to students?

7. Do many students study abroad? What percent go on to graduate school?

8. Would high school credits in some advanced courses qualify you for advanced placement? What scores are needed for credit? Do they vary in departments?

The Students

9. What were some initial reactions of freshmen when they first came to the campus? What do juniors say are the strengths and problems of the college:

10. What special interest groups - clubs, publications, teams, - in your field are active (or in existence) on the campus?

11. What is the ethnic, religious, racial make-up of the student body? Where is the location of a church/synagogue of your choice?

12. What social and academic benefits would you receive from membership in a fraternity or sorority or living in a cooperative house? What percentage of students belong?

13. What percentage of students are from other states? Countries?

14. How is the advising system organized and who are the advisors?

The Campus

15. Is the college a part of the surrounding community or set apart from it as a self-contained unit? If this is a rural area, how far to the nearest town and how do students get there?

16. What method of transportation would you use to get around campus? Walking? Car? Bus? Bike? What regulations govern freshman use of these?

Housing

17. What percentage of students live in dorms? Co-ed Dorms? Co-ed floors? Do all freshmen live in dorms?

18. How are roommates assigned? How many are assigned to a room?

19. Are phones available?

Food

20. Is there a meal plan?

21. How many meals are served each week?

22. Are refrigerators available?

23. Is cooking allowed in the room?

Your Individual Questions

1. Sports, activities, travel, work programs, summer programs, etc.

2.

3.

Area I- Category D- Competency 24, 25, 26

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: MAKING DECISIONS ABOUT COLLEGE

COMPETENCY 1:	I KNOW HOW TO CHOOSE COLLEGE COURSES THAT WOULD HELP PREPARE ME FOR A SPECIFIC CAREER.
COMPETENCY 2:	I KNOW HOW TO DECIDE ON A FIELD OF STUDY.
COMPETENCY 3:	I KNOW WHICH MAJORS WOULD PREPARE ME FOR, AND THE FUTURE OF THOSE CAREERS.
TIME:	1 CLASS PERIOD
GROUP SIZE:	CLASS GRADE LEVEL: 9-10
MATERIALS:	WORKSHEET "WILL THE JOB BE AVAILABLE WHEN I GRADUATE?" OCCUPATIONAL OUTLOOK HANDBOOKS, AND A GUEST SPEAKER FROM A LOCAL COLLEGE, WITH A CLASS SET OF CATALOGS

"WHAT CAN I DO WITH THIS DEGREE?"

INTRODUCTION: During this session, any degree area can be explored by inviting a speaker from selected departments of local colleges to inform students about career options in their area. For example, a representative from the English Department could outline jobs obtained by recent graduates who earned a degree in English.

PROCEDURE:

1. Arrange date and time with representative from local college.
2. Explain the objectives of the session to the guest speaker emphasizing the need to explore the diversity of career opportunities with a given college degree.
3. Provide an opportunity for students to add to the list of career opportunities provided by the guest.
4. Use the worksheet to list the career opportunities. Students may be grouped to use the Occupational Outlook Handbook for additional information regarding predictions of the number of job openings in a given area.

5. Distribute catalogs for each student to review. Ask them to find a college major area of interest to them and read the schedule of classes listed for each year for that major. Elicit their observations about what they find there.
6. Ask each student on the back of their worksheet to list their "Best" and "Worst" classes. Ask them to compare these lists with the college majors they have selected. What are their conclusions about the appropriateness of their choices?
7. Ask the group to list some other factors to consider in selecting a field of study. Examples would be employment potential in that field, whether or not the earning potential matches the student's expectations regarding lifestyle, the number of different directions available to graduates in that field.
8. Invite any students wanting to pursue this topic more individually to make an appointment.

OBSERVATION NOTES:

Students may be misled by predictions noted in the OOH. Counselor needs to emphasize the nebulous nature of predictions and their use only as guidelines.

"Will the Job be Available When I Graduate?"

College Major: ______________________________

Career Opportunities Information	Projected Number of Positions Available within 5 years According to Occupational Outlook Handbook
1. _________________________	1. _________________________
2. _________________________	2. _________________________
3. _________________________	3. _________________________
4. _________________________	4. _________________________
5. _________________________	5. _________________________

Area I- Category D- Competency 27

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: MAKING DECISIONS ABOUT COLLEGE

COMPETENCY: I KNOW HOW TO OBTAIN SCHOLARSHIP AND FINANCIAL AID INFORMATION.
TIME: 2 HOURS
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: INVITATION, MAP OF CAMPUS, SIGNS, TABLES, CHAIRS, EXTENSION CORDS, REFRESHMENTS, TAPE, MARKERS, SCISSORS

"COLLEGE FAIR"

INTRODUCTION: This program is planned in conjunction with the Missouri School-College Relations Commission which establishes a schedule of college fairs throughout the state. Colleges, universities, post-secondary vocational schools and the armed services are invited to send representatives to the program. This provides an opportunity for students and their parents to explore post high school training options.

PROCEDURE:

1. Planning for the fair must be accomplished by contacting the Missouri School-College Relations Commission the year prior to the actual fair. Usually the schedule is set in the spring. Contact may be made by writing:

Missouri School-College Relations Commission
Office of Executive Secretary
PO Box 480
Jefferson City, Missouri 65102
Telephone (314) 751-3545

2. Letters of invitation along with a map of your location are sent to colleges, universities, technical schools and the armed services two months before the event.
3. Place news article in local papers announcing the fair a week prior to the event.
4. Signs for labeling the booths.
5. Make refreshments and reserve the gymnasium.

Student Preparation

1. The week prior to the college fair visit junior and senior classrooms to inform them of the upcoming program. Administer pretest.
2. Advise students of the hour they will attend the fair. Each class (juniors and seniors) spends one hour at the fair.
3. Administer post-test.

College Fair Day

1. Set up booths prior to afternoon program.
2. Set up refreshment table for representatives.

OBSERVATION NOTES

This is a popular activity attended by most 11th and 12th grade students. Much planning and preparation will be necessary to make the College Fair successful.

COLLEGE FAIR INFORMATION PRE-POST TEST

1. How many colleges/universities or technical schools have you received information on?

____

____

2. What is a rough estimate of what a year in post-secondary school will cost?

____

____

3. What steps are involved in gaining admission to post-secondary training?

   1. ____
   2. ____
   3. ____
   4. ____

4. What type of financial aid/scholarships are available for entering freshmen?

____

____

____

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: MAKING DECISIONS ABOUT COLLEGE

COMPETENCY:	I KNOW HOW TO OBTAIN SCHOLARSHIP AND FINANCIAL AID INFORMATION.
TIME:	45-60 MINUTES
GROUP SIZE:	CLASS/ADVISORY GROUP GRADE LEVEL: 11-12
MATERIALS:	ATTACHED HANDOUT ON FINANCIAL AID CURRENT COPIES OF FAF OR FFS (MINIMUM OF 1 FOR 2 STUDENTS)

"STEPS TO APPLYING FOR FINANCIAL AID"

INTRODUCTION: Students who are active and knowledgeable partners with their parents and school in seeking financial aid for college increase their opportunities for getting and renewing aid. Advisors can take this opportunity to emphasize to students that this is an important step for them to take in assuming some responsibility for their own futures. The beginning-to-end process of obtaining financial aid mirrors many situations they will encounter in adult life.

PROCEDURE:

1. Explain the purpose of exercise (see introduction).
2. Pass out materials and carefully go over first paragraph with entire group and check for understanding.
3. Encourage all students considering applying for financial aid to involve their parents and to feel free to ask for individual help from the guidance department.

OBSERVATION NOTES:

Students may not know what kinds of questions to ask. Offer information and suggest questions. Solicit information from any students who are familiar with this process and ask them to share with the group. Encourage all students not to assume that a) they wouldn't qualify anyway, b) it's too much trouble, and c) their parents can take care of all of this.

FINANCIAL AID

Financial aid is money for education that comes from sources other than family. It is meant to supplement what the family can contribute to the total costs involved in attending a college or university.

The primary responsibility for paying a student's educational expenses belongs to the family. However, the choice of a college should not be determined by family finances alone. A student and family should choose a college based not only on finances but also on the student's desire and ability to attend that college. If the proper procedures are followed, a financial aid partnership of parents, student, government and university can become a reality.

The FAF (Financial Aid Form) and the FFS (Family Financial Statement) are used to analyze the family's financial standing in order to determine the amount that the student's family will be expected to contribute toward college costs. The family is to fill out either the FAF or FFS as soon after January 1st in the senior year as possible. Applications can be secured in the Guidance Office. Be sure that the application is on file at least one month before the due date of the college's financial aid program.

Information such as salary, home equity, size of family, and number of children in college are used in the evaluation of the financial statement. The amount of the parental contribution should be the same for all colleges. The difference between parental contribution and cost of attending college is met by aid.

Financial aid is usually offered in a "package". The financial aid "package" may consist of: Scholarship, Grant, Student Employment, Loans.

A. Scholarships

1. MOST SCHOLARSHIPS WILL COME FROM THE INDIVIDUAL COLLEGES TO WHICH YOU APPLY. Information on these scholarships and financial aid is obtained by writing to the Director of Financial Aid.

2. While there are thousands of scholarships available to students, many of them have strict requirements or are

so competitive that they are available only to a few. However, SOME SCHOLARSHIPS ARE PARTICULARLY AVAILABLE TO YOUR STUDENTS, and applications are in the Guidance Office.

3. Scholarships are gifts which need not be repaid. Often they are given for special talents, academic abilities, etc. and are sponsored by organizations, businesses, churches, etc. Many scholarships are not based on need. Many colleges now have what they call "no need scholarships".

B. GRANTS - gift money from federal or state government which does not have to be repaid.

1. Pell Grant - Federal Grant program that should be requested by all students who wish financial aid. These awards are based on need and are applied for by marking the proper boxes on the FAF or FFS forms.

2. Missouri Grant - State Grant program that should be requested by all students applying to colleges in Missouri. These awards are based on need and are applied for by marking the proper boxes on FAF or FFS forms.

C. STUDENT EMPLOYMENT (WORK STUDY) - Work provided by the colleges - usually 15 hours per week. Students are usually paid minimum wage.

D. LOANS - Most students attending college today are financed in part by low interest loans. The specific terms of these loans vary slightly each year. The most commonly used loans are:

Missouri Guaranteed Student Loan - You obtain these from your local bank. The interest is paid by the federal government while you are in college. Your repayment does not begin until six months after graduation.

National Direct Student Loan - These have the lowest interest rate and are offered to you by colleges as part of your financial aid package.

Parent Loan Program (PLUS) - Your parent(s) may borrow from participating banks. Their repayment period begins within 60 days after inception of the loan.

E. REMINDERS

1. There are funds available to help all students who demonstrate need. You do not need to be poor to receive aid.

2. Schools with higher tuition costs are not necessarily more expensive. They sometimes provide the best financial aid.

3. The expected family contribution remains the same regardless of the cost of the college. Because expenses at different colleges vary and the amount the family is expected to pay remains the same, you could be eligible for more aid at a higher cost college than at a lower cost college.

4. Most financial aid is awarded on the basis of "demonstrated need":

   Cost of Attendance - Amount Family Can Pay = Demonstrated Need

5. In order to receive financial aid you must ask for it, i.e., complete the forms and scholarship applications. These forms must be completed each year a student wants financial aid.

6. Financial aid forms must be filed as early as possible after January 1 of your senior year. Some colleges will not consider applications for aid after February 15.

7. Make copies of all your papers.

STEPS TO FINANCIAL AID

Use this sheet as a personal record and a reminder of the steps to take in order to obtain financial aid. Check off each step as you complete it.

For you and your parents

1. File federal income tax forms as soon as possible (preferably in January) in order to provide accurate data on financial aid forms. (Some colleges have February 1 deadlines).

2. Complete the financial aid forms (either FFS or FAF) which are used by the colleges to which you are applying (anytime after January 1, but before March 1 if at all possible). Each college will tell you whether it uses the FAF or FFS or will accept either one. Forms are available in the Guidance Office.

	Approx. Cost	When to Mail
-Financial Aid Form(FAF)	Fee Charged	ASAP after Jan. 1
-Family Financial Statement (FFS)	Fee Charged	ASAP after Jan. 1
-Application for Federal Student Aid (PELL GRANT)	Free	After Jan. 1 and only if you did not send the FAF or FFS

Note: Missouri State Grant will be processed by your checking "yes" to the appropriate questions on the FFS and on the FAF. Try to have your Missouri Grant form in by March 15.

3. Tell each college if you are applying for financial aid (usually this is done by checking the appropriate box on the application). A college may have its own financial aid form for you to complete.

4. Check for scholarships for which you are eligible:

    - from each college/post-secondary institution (your best source)
    - special files in the Guidance Office
    - those announced in the school newspapers
    - Local scholarships and awards - applications available in January
    - corporations where parents are employed
    - military - ROTC, NROTC, etc.
    - financial aid reference books found in the Guidance Office
    - Guidance Information System (GIS computer search for scholarships) in the Guidance Office.

5. Check with your bank regarding the possibility of obtaining a Missouri Guaranteed Loan.

6. Read the pamphlets Meeting College Costs and/or Applying for Financial Aid to assist you in completing the FAF/FFS forms and to determine whether you are eligible for aid (available in the Guidance Office).

7. If you have properly filled out the financial aid forms, you will receive a Student Aid Report in approximately six to eight weeks. It will give you your eligibility index for federal and state aid. You will be asked to sign an acceptance of the amount received, and the money will be sent to the college/post-secondary institution.

8. Ask your counselor for assistance if you have general questions. Specific questions should be directed to the college financial aid offices or the financial aid agencies.

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: MAKING DECISIONS ABOUT COLLEGE

COMPETENCY: I KNOW HOW TO OBTAIN SCHOLARSHIP AND FINANCIAL AID INFORMATION.
TIME: 2 HOURS
GROUP SIZE: CLASS/PARENTS GRADE LEVEL: 11-12
MATERIALS: FINANCIAL AID FORMS(PROVIDED BY THE SPEAKER), SCHOLARSHIP INFORMATION SHEET, SLIDES, PROJECTOR, HANDOUTS

"FINANCIAL AID WORKSHOP"

INTRODUCTION: In order to assist students and their parents in filling out financial aid forms, the guidance department holds a financial aid workshop. The program is held in the evening so parents can attend.

PROCEDURE:
Pre-Planning

1. In November contact a financial aid representative who will speak on behalf of the financial aid directors of Missouri. Ask the representative to provide a "generic" financial aid workshop that will take the group through the financial aid form step by step.
2. When the date for the program is determined, secure the room and place the event on the master schedule.
3. Requisition refreshments.
4. Reserve audio-visual equipment as requested by the representative.
5. Duplicate optional pre-post test, current scholarship information handout, steps in applying for Financial Aid handout and parental contributions sheet.
6. Set up the room.

Financial Aid Night

1. Administer pre-test. This may be optional since parents are involved in the program.
2. Introduce speaker and topics to be covered.
3. Workshop. (speaker's presentation)
4. Hand out and discuss sheet on current scholarships. Mention the role of the counselor in seeking scholarship information, the application procedure, writing letters of recommendation, etc.
5. Hand out review sheet entitled Steps in Applying for Financial Aid and Parental Contribution sheet.
6. Question and answer period.
7. Post-test. (optional)

OBSERVATION NOTES:

Parents seem to appreciate this workshop considerably. Notices in the local papers regarding the program provide excellent public relations for the guidance department.

FINANCIAL AID WORKSHOP PRE-POST TEST

1. What are Pell and Missouri Grants?

____

____

2. How and when does one apply for a Pell or Missouri Grants?

____

____

3. Where does one get the information necessary to complete a financial aid form?

____

____

4. What are NDSL loans?

____

____

5. What are GSL loans?

____

____

6. What is College Work Study?

____

____

STEPS IN APPLYING FOR FINANCIAL AID

1. DETERMINE INSTITUTIONAL COSTS
   Information about college expenses can be obtained from the college financial aid office, admissions office, college catalog or directory. Don't eliminate any college because of high costs....look carefully at financial aid.

2. APPLY FOR ADMISSION
   Before a student's chances for aid can be determined, many college require both an application for admission and financial aid. Keep in mind all deadline dates.

3. INVESTIGATE POSSIBLE SOURCES OF AID
   The major sources of aid are: grants, scholarships, loans and work. Most students consider grant and loan applications first. Your high school counselor or a financial aid officer can provide more information about resource materials.

4. SECURE THE NECESSARY FORMS
   There are usually at least two forms required in the aid process: a college financial aid application form and a need analysis form. Two organizations, the American College Testing Program and the College Scholarship Service, handle the family financial need analysis nationally. Forms are available in the high school guidance office and the college financial aid office.

5. SUBMIT APPLICATION FOR FINANCIAL AID
   Deadlines for the application vary at each institution. It is advisable to develop a calendar of important deadline dates.....consult the financial aid office at each school.

6. COMPLETE A NEED ANALYSIS FORM
   To help distribute limited funds fairly, most colleges require a need analysis form. The need analysis service calculates how much you and your family can pay for education and sends results to your college choices. The amount of aid you need depends on college costs and your expected family contribution. Forms should be filed after January 1.

7. APPLY FOR OTHER SCHOLARSHIPS AND GRANTS
   In addition to applying for the Basic Educational Opportunity Grant, be sure to inquire about state scholarship, grant and loan programs, as well as institutional, community, foundation, and corporate programs.

8. PLAN AHEAD
   Monitor information from the college business office regarding fees, payment schedules etc. Incorporate in your plan information about your award from the financial aid office.

PROCEDURE

Pre-Planning

1. In November contact a financial aid representative who will speak on behalf of the financial aid directors of Missouri. Ask the representative to provide a "generic" financial aid workshop that will take the group through the financial aid form step by step.

2. When the date for the program is determined, secure the room and place the event on the master schedule.

3. Requisition refreshments.

4. Reserve audio-visual equipment as requested by the representative.

5. Duplicate optional pre-post test, current scholarship information handout, Steps in Applying for Financial Aid handout and parental contributions sheet.

6. Set up the room.

Financial Aid Night

1. Administer pre-test. (We have decided to make this optional since parents are involved in the program.)

2. Introduce speader and topics to be covered.

3. Workshop. (speaker's presentation)

4. Handout and discuss sheet on current scholarships. Mention the role of the counselor in seeking scholarship information, the application procedure, writing letters of recommendation, etc...

5. Handout review sheet entitled Steps in Applying for Financial Aid and Parental Contribution sheet.

6. Question and answer period.

7. Post-test. (optional)

Area I- Category L- Competency 72

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING HIGH SCHOOL CLASSES

COMPETENCY: I KNOW THE REQUIREMENTS FOR HIGH SCHOOL GRADUATION.
TIME: 30 MINUTES
GROUP SIZE: 20 STUDENTS GRADE LEVEL: 8-10
MATERIALS: A LIST OF EACH DIPLOMA REQUIREMENTS
ACTUAL DIPLOMAS

"UNDERSTANDING CREDITS"

INTRODUCTION: Students who are informed of graduation requirements for the various high school diploma programs are better able to meet those requirements. They are also more apt to take courses that either interest them or that will aid them in post secondary plans. Informed students generally do not duplicate courses.

PROCEDURE:

1. Discuss what "credits" are. (A credit is the numerical weight awarded each class successfully completed). Each class is generally awarded one-half credit per semester. For example, when a student successfully completes one year of school (on a normal schedule of six classes per semester) he earns six credits for the year or three credits per semester.
2. Inform students of credit requirements for each diploma program.
3. Show the students an example of each diploma.
4. Check the group for understanding.

    a) What are the differences in the diplomas?
    b) How many credits are needed for each?
    c) How many electives do you have?

5. Answer any questions.
6. Conclude by inviting students to your office for individual assistance.

OBSERVATION NOTES:

Check for students who appear to be lost during the presentation. They may need to be called into the counselor's office for individual assistance.

Area I- Category L- Competency 73

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING HIGH SCHOOL CLASSES

COMPETENCY: I KNOW HOW TO SELECT COURSES THAT WILL HELP ME MEET MY CAREER GOALS.
TIME: 15 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 11-12
MATERIALS: "PROGRAM PLANNING" WORKSHEET

"PROGRAM PLANNING"

INTRODUCTION: Students often choose courses without careful consideration. This activity will help students evaluate their reasons for choosing classes. This activity is well suited to the student who lacks motivation and direction in their high school career. It will stimulate them to re-evaluate course selections and clarify their goals for the courses they take. This group may be assembled from volunteers or by recommendation of teachers or advisors who have identified "unmotivated" students.

PROCEDURE:

1. Introduce this activity by explaining that there are many reasons people take courses, but often the reasons don't seem to be well thought out. This leads to lack of interest and boredom with school.
2. Distribute the "Program Planning" sheet and ask students to complete it.
3. Check for student awareness. Ask them if the courses they have liked or done well in have any common features. Ask the same for disliked courses. Emphasize that courses that match interests and abilities and lead to future goals are usually the most rewarding.
4. Ask students to complete the sentence stem, "In the future, I'd like to take courses that _ _ _" and ask students to make a commitment to give deeper consideration to course selection.

OBSERVATION NOTES:

Students would benefit from individual help if they are still unclear as to the procedure for making better course selection. Some may need to have career goals clarified.

PROGRAM PLANNING

Why Did You Choose the Courses You Are Now Taking?

Listed here are the categories of reasons for having taken a course:

1. Graduation Requirements
2. College Admissions, Tech School, or Trade School Requirements
3. Curriculum Exploration (Choosing course to check out your interests or because you think you need new experiences)
4. Interests and Strengths (Choosing courses in areas in which you already have strong interests and/or ability)
5. Career Applicability (Course is useful for getting a job or is a direct requirement for a career you have in mind)
6. Skill Development (Choosing course in an area in which you know you are weak and want to improve)
7. Parent Decision (Parent insists that the course be taken)
8. No Reason
9. Recommendation of a Friend
10. Other (Specify)

Directions: On the lines below, write down the names of the courses you are taking. Then place the number of your reason for taking a particular course beside the course name.

Courses

____

____

____

____

____

____

What Does the Completed List Say About Your Reasons for Taking Courses?

______ My courses are leading to an after graduation goal.

______ Graduation is my only goal at present.

______ I'm taking many courses for no apparent reason.

______ I'm building my strengths and interests.

________ I want to be prepared to get a job after graduation.

________ I want to be prepared to get into college after graduation.

________ Other people seem to be making my course decisions for me.

________ I see my weaknesses and I'm trying to do something about them.

Area I- Category L- Competency 73

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING HIGH SCHOOL CLASSES

COMPETENCY: I KNOW HOW TO SELECT COURSES THAT WILL HELP ME MEET MY CAREER GOALS.
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP OR INDIVIDUAL GRADE LEVEL: 9-10
MATERIALS: ADVISEMENT FOLDER
RECORD OF COURSES TAKEN, "PROGRAM PLANNING ACTIVITY" AND "IS YOUR PROGRAM BALANCED?"

"A BALANCED SCHOOL PROGRAM"

INTRODUCTION: While students may often check with their advisors to see if their program of courses fits their career goals and their graduation requirement needs, they may overlook the importance of balance in their programs. This activity will help the students examine their course selections and school program to see if their program is properly balanced.

PROCEDURE:

1. Distribute to each student their completed copy of the "Program Planning" worksheet and a copy of "Is Your Program Balanced?"
2. Explain to the students that the objective of this activity is to get them to consider the value of a balanced school program.
3. Emphasize to the students that not only does a balanced program include courses that are required for graduation but will also help to prepare them for post-graduate plans (a job, training school, college).
4. Require students to complete their copies of "Is Your Program Balanced?" The leader should monitor closely this activity providing the necessary information and guidance needed from the advisement folders.

OBSERVATION NOTES:

The leader will need to have on hand each student's completed "Program Planning" worksheet before beginning this activity. Information needed from each student's advisement folder is a listing of courses taken. Also, it may be helpful to have available course catalogues to be used for reference. Some students may require additional time for this activity.

IS YOUR PROGRAM BALANCED?

Balanced is a schedule which attempts to draw from all subject areas offered in the catalog.

Balanced is not too much of any one thing.

Is your program **balanced** or is it one-sided?

An important goal is to insure that your program is **balanced**. Your program should contain the courses that can prepare you for your post-high school plans in a job, training school, or college, but it should also reflect the whole range of courses within the curriculum and the whole range within each subject area. For instance:

Your **Language Arts** selections should be composed of writing, literature, reading, media, language, speech and drama courses. Most areas should be represented over your high school program.

Your **Social Studies** selection should encompass these four areas: American Studies, world studies, political science, behavioral science. (Remember one unit of American History is required.)

Student Answer Here:

________ YES

________ NO

________ I DON'T KNOW

EXPLAIN:

____

____

PROGRAM PLANNING

Why Did You Choose the Courses You are Now Taking?

Directions: On the lines below, write down the names of the courses you are now taking. Then place the number of your reason for taking a particular course beside the course name.

Here are the categories of reasons for having taken a course:

1. Graduation Requirement

2. College Admissions, Tech School, or Trade School Requirement

3. Curriculum Exploration (Choosing course to check out your interest because you think you need new experiences)

4. Interest and Strengths (Choosing courses in areas in which you already have strong interests and/or ability)

5. Career Applicability (Course is useful for getting a job or is a direct requirement for a career you have in mind)

6. Skill Development (Choosing course in an area in which you know you are weak and want to improve)

7. Parent Decision (Parent insists that the course be taken)

8. No Reason

9. Recommendation of a Friend

10. Other (Specify)

Courses

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING HIGH SCHOOL CLASSES

COMPETENCY: I KNOW HOW TO SELECT COURSES THAT WOULD FIT BOTH MY NEEDS AND INTERESTS.
TIME: 45 MINUTES
GROUP SIZE: INDIVIDUAL OR SMALL GROUP GRADE LEVEL: 8-12
MATERIALS: COURSE CATALOG (ONE FOR EACH STUDENT) AND "GET THE MOST FROM THE COURSE DESCRIPTION" HANDOUT

"COURSE DESCRIPTION"

INTRODUCTION: Some students may have difficulty locating and recognizing some of the important data and statements that are written into course descriptions. In this activity the students will learn how to read a course description and use the key elements affecting course choices to make appropriate selections.

PROCEDURE:

1. Require the students to select a course description from their course catalog.
2. Provide time for students to read over their selected course description.
3. Read to students Virginia Wriggly's situation from "Get the Most From the Course Description" handout aloud.
4. Ask the students to give specific reasons why Virginia should or should not take that course (good notetaking skills; enjoys reading; independent worker; proficient in writing; may lack self-confidence).
5. Continue this activity with the leader reading Jerry Morley's situation to students and asking students to give reasons why Jerry should or should not take that course (needs college-bound courses; dislikes making oral reports, doing research papers, reading long books; lacking courses for graduation).
6. Conclude this activity by asking students to scan the course descriptions in the course catalogs for specific information. Questions the leader would ask are included on the "Get the Most From the Course Description" handout.

OBSERVATION NOTES

Students who seem unable to think of reasons for taking courses may also be exhibiting lack of interest in their classes. These students should be counseled individually since they may see no purpose in their learning.

GET THE MOST FROM THE COURSE DESCRIPTION

Virginia Wriggly generally enjoys school. She loves to read and reads very well. While lectures do not always excite her, she has developed the ability to take notes relatively well.

She likes to work independently and enjoys the freedom to choose or direct much of what she learns. Talking in front of a class is one thing that she definitely does not like.

Virginia has taken two writing courses and really wants to develop her creative writing abilities. When she took earth science (geology), she was fascinated by the theory of continental drift. The battle strategies of the north and south interested her when she studied the Civil War.

Virginia is physically active and enjoys the outdoors. She is into organic gardening.

Jerry Morley thinks school is okay, but there are some things that he just can't stand. He hates reading long books, hates having to make oral reports, and hates doing research papers. Jerry goes to class regularly and mostly listens when there is a lecture. He thinks he is a fairly good reader, but he gets bored with long things. One reason Jerry doesn't mind school is that he gets along well with most kids and can work in groups and have a good time too. Jerry's into Ecology and is working on his ham radio operator's license. Since he plans to go to college, he figures he needs some more writing, social studies, and math. He hasn't completed all of his Fine Arts credit yet.

FOLLOW-UP QUESTIONS

You might have noticed that the course description is broken into sections. All course descriptions are divided the same way. It is easier to find the information you want if you know which section to look in.

Where would you look:

1. to find if you were eligible to take a course?
2. to find what part of your graduation requirements would be met?
3. to see if you would be working in small groups?
4. to find if you would be studying the things you are interested in?
5. to find out how much or how hard the reading might be?
6. to find out if you could work independently?
7. to see if you might learn how to take notes, or read maps, or summarize a paragraph?
8. to see if you'll have to talk in class?

Area I- Category L- Competency 74

AREA: CAREER PLANNINNG AND EXPLORATION

CATEGORY: PLANNING HIGH SCHOOL CLASSES

COMPETENCY:	I KNOW HOW TO FIND COURSES THAT FIT BOTH MY NEEDS AND INTERESTS.		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	9-10
MATERIALS:	"YOUR INTERESTS" 1 PER STUDENT "HOW MUCH DO I KNOW ABOUT ME?" 1 PER STUDENT		

"MY INTERESTS...MY ABILITIES"

INTRODUCTION: It is important for students to begin to choose electives based on their interests and abilities. Both the potential for academic success and the potential for post-high school benefits are increased when students' course work is something of genuine interest to them.

PROCEDURE:

1. Explain the purpose of the exercise. Remind students that some activities or subjects are easier and more enjoyable for them because they are interested in them. For example, math may be easy for some students who look upon it as a puzzle or a game. Soccer, cooking, and fashion are other possible examples. Share some examples from your own experience.
2. Hand out the activity sheets. Ask students to complete them. Ask questions about various areas of interest in school and outside of school. Also ask about abilities, values, and goals.
3. Circulate while the students are writing to encourage and help them.
4. After the students have completed the sheets, ask for volunteers to share with the group. Discuss how many students have the same interests/abilities as their classmates and how many have interests/abilities which are unique.

5. Place the completed activity sheets in the Advisement folder and use the information prior to registration.

OBSERVATION NOTES:

Circulate during the writing activity, noting the students who are having trouble thinking of any particular interest or ability. These students would benefit from small group or individual counseling to help them identify their strengths and interests or perhaps explore ways to develop some.

*YOUR INTERESTS

Your interests are things you like to do and they are shown in many ways. They may be something you do with others, such as playing a sport, listening to music, or just talking. Your interests can also be individualized, such as reading, writing a story, or collecting baseball cards.

Below are some questions to help you think about your interests. Note that some of your interests are the same as those of your classmates and some of them are unique.

1. What are some things you like to do in your spare time?
2. What do you usually do after school?
3. Do you take any special lessons? (Musical instrument, karate, dance, etc.)
4. How much time do you spend in watching television? Name some of your favorite programs.
5. Have you ever been to: a farm? a circus? a zoo? a national park? the Arch? the Planetarium?
6. Which school subjects do you like best? least?
7. How much time do you spend reading?
8. Do you enjoy sports? In which sports do you participate?
9. What famous person would you want to be like?
10. Whom do you know personally that has a job you think you might like to do?

On the activity sheet, "How Much Do I Know About Me", you will have a chance to identify more about your interests, values, strengths, and weaknesses.

* HOW MUCH DO I KNOW ABOUT ME

I LIKE:

____

____

____

I VALUE:

____

____

____

I AM GOOD AT:

____

____

____

WHEN I GROW UP I WOULD LIKE TO BE A:

____

____

____

MY FAVORITE SCHOOL SUBJECTS

____

____

____

THE SCHOOL SUBJECTS I ARE: NEED FOR WHAT I WANT TO BE ARE:

____

____

____

THE SCHOOL SUBJECTS THAT I NEED TO IMPROVE IN ARE:

____

____

____

MY HOBBIES/INTEREST ARE:

____

____

____

I DISLIKE:

____

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: PLANNING HIGH SCHOOL CLASSES

COMPETENCY:	I CAN MAKE A PLAN OF HIGH SCHOOL CLASSES WHICH WILL BE BEST FOR ME (REVIEWED AND CHANGED AS NEEDED).
TIME:	45 MINUTES
GROUP SIZE:	SMALL GROUP GRADE LEVEL: 9-12
MATERIALS:	"FOUR YEAR HIGH SCHOOL PLAN"- - ONE FORM FOR EACH STUDENT. REVEIWING HIGH SCHOOL'S GRADUATION REQUIREMENTS AND CATALOG OR PLAN BOOK; ONE COPY PER STUDENT.

"FOUR YEAR HIGH SCHOOL PLAN"

INTRODUCTION: It is important for students to have a working knowledge of high school curriculum requirements. Competency in this area allows students to pick and choose courses that interest them, that will aid them in post-secondary planning, and that meet the school district's graduation requirements.

PROCEDURE:

1. Hand out the graduation requirement sheets.
2. Introduce the concepts of credits, diploma programs, Certificates of Attendance, and Core Competency requirements. As an example:

   a) "A credit is the numerical weight awarded for the successful completion of a course, and is calculated per semester. The school year is divided into four quarters. First and second quarters equal the first semester; third and fourth quarters equal second semester. A regular high school schedule includes six courses per semester. Successful completion of the courses will yield three credits per semester or six per year."

   b) If the school has more than one diploma program, point out the requirements and differences of each.

    c) A Certificate of Attendance is awarded to a student who has attended high-school four years and demonstrates inability to satisfy the diploma requirements.

3. Distribute "Four Year High School Plan" form. If there is a choice of diploma programs say, "You must now make a choice of diploma programs. That decision is based on your present performance in school and teacher recommendation."
4. Instruct the students to fill in their required courses.
5. Discuss the fine and practical arts credits. Fine arts credits include music, arts, speech, and drama. These are courses that appeal to the sense of beauty. Practical arts include, home economics, industrial arts, business, and driver education. These are courses that are generally considered to be useful.
6. Explain "elective" courses dictated by goals, if known. Elective courses are those built into the curriculum to allow students to experiment with their interests. They also allow students the opportunity to balance the schedule to avoid taking all difficult classes.
7. Ask for questions from the group. Suggest individual meetings for further planning and collect the forms to be kept in the Advisory Folders (if your school has these). If your school does not, ask the students to make a folder and suggest that they hold on to the folder for reference during their high school careers, updating it annually.
8. Conclude by informing students that the plan they made is not unchangeable. They may make changes over the years whenever they feel it to be necessary.

OBSERVATION NOTES:

For some students, thinking ahead for four years will be very difficult. If they can be reassured that the idea of planning is important and that today's activity is a start, then they can proceed as rapidly or as slowly as they are ready to do so.

Name of Student__________________________ Date__________

FOUR YEAR HIGH SCHOOL PLAN

1. Using the curriculum guide, choose courses which will satisfy the requirements of your diploma program and meet the needs of your career and occupational goals.

2. The elective courses you choose and list on this form may be changed throughout your four years.

9th Grade		**10th Grade**	
1st semester	2nd semester	1st semester	2nd semester
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________

11th Grade		**12th Grade**	
1st semester	2nd semester	1st semester	2nd semester
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________
__________	__________	__________	__________

Requirements for Graduation	Credits Required
Social Studies	____
English	____
Mathematics	____
Science	____
Fine Arts	____
Practical Arts	____
PE and Health	____
Elective	____
Total	____

____
Parent Signature

____
Student Signature

____
Date

Area I- Category N- Competency 83, 84

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

COMPETENCY 1:	I KNOW HOW TO DEVELOP RECREATIONAL INTERESTS THAT WILL MAKE MY LEISURE TIME MORE ENJOYABLE (FOR EXAMPLE, HOBBIES AND SPORTS).
COMPETENCY 2:	I KNOW WHAT LEISURE AND RECREATIONAL ACTIVITIES BEST FIT MY INTERESTS AND NEEDS.
TIME:	1 CLASS PERIOD
GROUP SIZE:	CLASS GRADE LEVEL: 11-12
MATERIALS:	INTEREST SURVEY HANDOUT

"EXPANDING YOUR LEISURE INTERESTS"

INTRODUCTION: Adolescents need to develop skills in socialization through recreational activities. This lesson addresses the students' interests.

PROCEDURE:

1. Give each student a copy of the "Interest Survey" handout.
2. Brainstorm ideas for each area. Ask students to write down those things which are of interest to them.
3. Ask the students to cross out all but five in each area, according to their interests.
4. Ask the students to rank in order the remaining items of interest (1-highest through 5-lowest).
5. Ask students to rank in order in which area they are most interested (1-4).
6. Ask students to share their results. Question students about whether they might want to develop leisure interests in some new area as a result of their inquiry.
7. Select some of the students interests to use as examples and discuss ways one could become involved in them. What sometimes keeps people from trying something new? How can you overcome these things? What are the long range benefits of developing new interests?

OBSERVATION NOTES

Note those students who are having difficulty with making listings or making decisions. Help them with ideas or pair them with someone else who is able to give creative support.

RECREATIONAL INTEREST SURVEY

Physical-

Fine Arts-

Crafts-

Intellectual-

Area I- Category N- Competency 85, 86

AREA: CAREER PLANNING AND EXPLORATION

CATEGORY: LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

COMPETENCY 1: I UNDERSTAND HOW A JOB AFFECTS LEISURE TIME.
COMPETENCY 2: I KNOW HOW FRIENDS CAN AFFECT MY LEISURE TIME.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: RECREATIONAL ACTIVITIES QUESTIONNAIRE

"JOBS, FRIENDS AND LEISURE TIME"

INTRODUCTION: Many people spend most of their time with co-workers and make friends through their recreational interests. The physical aspects of their jobs make some activities possible or more attractive. Sharing common interests is one way to make friends and affects how one spends leisure time.

PROCEDURE:

1. Administer the questionnaire to aid students to focus on the relationships between career plans, friends, and use of leisure time.
2. Process student responses to the questionnaire.
3. Present the following examples or personal experiences pertaining to jobs, friends, and leisure time.

   a) Discuss the conflict of being a flight attendant whose schedule varies from month to month and being interested in a bowling or tennis league. How important are these kinds of decisions when considering career interests? How would you feel if most of your friends could join and you couldn't?

b) Discuss: A person wants to attend classes in woodworking and cabinet making but their job requires traveling a great deal on variable schedules.

c) Discuss: Your friends run five miles a day and lift weights three times a week. You are a construction worker and you are physically tired at the end of the day. How does this affect your friendship?

d) Discuss: You enjoy playing cards and games. Your best friend hates playing cards and games. Would you expect her to play anyway? Would you share activities with her that you don't particularly like?

4. Ask students to volunteer examples in which choice of friends or vocation might affect use of leisure time.
5. Summarize by reiterating the importance of considering the influence of your friendships and job on your leisure time.

OBSERVATION NOTES

Circulate around the room and help students who have difficulty responding to the questionnaire.

RECREATIONAL ACTIVITIES QUESTIONNAIRE

1. Most of my friends:

   a) share most of my interests and activities
   b) share some of my interests and activities
   c) share few of my interests and activities

2. In choosing a career, I would consider my recreational activities:

   a) to be a very important consideration
   b) an important consideration
   c) not an important consideration

3. I would like:

   a) to increase my recreatinal activities
   b) to keep the same activities
   c) not to increase my activities

4. One things I would like to be good at is:

   ____

5. One thing I would like to spend more time doing is:

   ____

6. How do your friends or job affect number 4 and 5?

   ____

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND, ACCEPT, AND LIKE MYSELF.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: CRAYONS (MANY COLORS), NEWSPRINT

"INDIAN WHEEL"

INTRODUCTION: This activity helps students gain insight into self as a very important step in the maturation process. Individuals are better able to make choices and to implement those choices. Further knowledge of self enhances our chances to attain the future of our dreams.

PROCEDURE:

1. Each student takes a sheet of newsprint and many crayons.
2. The students draw a picture in the center of their sheets which represent themselves as they are now.
3. On the right side of the sheet, the students draw a picture that represents their past.
4. On the top, the students draw a picture representing their philosophy of life.
5. On the bottom, the students draw a picture that represents where they feel most comfortable or have the warmest feelings.
6. On the left side, the students draw a picture that represents their future as they see it.
7. Ask the students to explain their drawings either to the whole class or to their individual group.

OBSERVATION NOTES

The counselor should walk about the room from student to student offering encouragement and positive messages. Any students experiencing difficulty expressing ideas might need a small group activity to practice expressing feelings.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY:	I UNDERSTAND, ACCEPT, AND LIKE MYSELF.
TIME:	20 MINUTES (TIME MAY VARY DEPENDING UPON THE SIZE OF THE GROUP).
GROUP SIZE:	SMALL GROUP OR CLASS GRADE LEVEL: 9-10
MATERIALS:	PLAIN PAPER, PENS, ENVELOPES

"SELF-ESTEEM"

INTRODUCTION: Adolescence is a period of rapid growth and change, both physically and socially. It is a time for adolescents to discover the "me" in themselves. This is also a time that adolescents can begin to appreciate their uniqueness and their own special gifts that differentiate them from others. This can be the beginning of the development of feelings of self-worth.

PROCEDURE:

1. Give the students the materials listed.
2. Emphasize that each person possesses similarities and differences and that each person has the capability of making themselves happier and adding to the happiness of significant others (parents, siblings, etc).
3. Ask the students to write a letter to themselves to be read in six months.
4. Ask them to include in their letters the qualities that they would like to acquire in the future.
5. Ask them to choose their best personality trait and in their letters describe how they could use it to make themselves, their families, and their friends happier.
6. Ask each student to address an envelope to himself/herself, put the letter inside, seal it and give it to the leader. Save these and return them to the students in six months.

7. Conclude this activity by asking students to share their responses about the activity.

OBSERVATION NOTES:

Emphasize that these letters will be returned in six months and be sure to follow up with this. That might also be an occasion to inspire some of the students to discuss something they have written in their letters.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND, ACCEPT, AND LIKE MYSELF.
TIME: CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: HANDOUT- "HOW I FEEL ABOUT MY LAST QUARTER'S REPORT CARD"

"FEELINGS- LAST QUARTER'S REPORT CARD"

INTRODUCTION: Taking time to process one's choices, behavior and results is a worthwhile activity. When students are given an opportunity to evaluate their report cards in a group setting, feelings that are thought to be unique are often found to be similar to many others in the group. The recognition of this commonality of feelings may assist students in accepting feelings. Such an activity provides a basis for setting goals for the new semester.

PROCEDURE:

1. Introduce this activity by stating that looking back at last quarter's (year's) report card will assist students in making better grades in the coming quarter (semester).
2. Distribute the handout.
3. Emphasize the fact that no one will be required to share his/her information with the group but, each one will be invited to share.
4. Allow time for the students to complete the handouts individually.
5. Invite feedback from individuals focusing on specific questions.
6. Summarize feedback identifying similarities and differences in students' reactions.

7. Ask:

   a) Are there differences between parents' reactions and students' reactions?
   b) If so, why do you think these differences exist?
   c) Are there differences between what you think and what the teacher thinks?

8. Invite students to set goals for the new quarter (semester) by stating something that they will do specifically to improve in the next period. Write the goal.

OBSERVATION NOTES:

During this activity, the counselor may observe students who could benefit from individual counseling or from a referral because of family difficulties, drug abuse or other problems that may surface. Also, students who are high achievers may be pleased with their grades but experiencing such marked degree of anxiety in obtaining their grades that they may benefit from individual counseling as well. The counselor may also identify those students who consistently "put down" the achiever and refer them for further counseling.

HOW I FEEL ABOUT MY LAST QUARTER'S REPORT CARD

1. The first thing that comes to mind about my report card for last quarter is ______________________________ .
2. I think the grades on my report card were ____________ . compared to what I learned. (FAIR NOT FAIR)
3. I liked ______________ better than all my other classes.
4. I liked ______________ less than all my other classes.
5. I learned best when I ____________________________ .
6. I learned least when I ____________________________ .
7. If I had the whole quarter to do over again I would change the way I ______________________________________ .
8. This quarter I decided to ______________________ so that I'll be satisfied with my report card.
9. I care more about ____________________ than the grades on my report card.
10. My parents seem to care more about __________________ . than the grades on my report card
11. At the end of the quarter my report card ___________ (is, is not) the main thing that tells me how I did. If not what is? ____

CIRCLE THE BEST ANSWER

12.	Last quarter I studied	too much	enough	not enough
13.	Last quarter I socialized	too much	enough	not enough
14.	Last quarter I worked	too much	enough	not enough
15.	My parents think I studied	too much	enough	not enough
16.	My parents think I socialized	too much	enough	not enough
17.	My parents think I worked	too much	enough	not enough
18.	I think I did my best last quarter.	true	false	
19.	My parents think I did my best.	true	false	
20.	My teachers think I did my best.	true	false	

HS-223

Area II- Category B- Competency 10

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I HAVE CONFIDENCE IN MYSELF.
TIME: 1 CLASS PERIOD
GROUP SIZE: GROUP OR CLASS GRADE LEVEL: 11-12
MATERIALS: PAPER AND PENCIL

"SHARING GROWTH EXPERIENCES"

INTRODUCTION: This activity could be used as a closing exercise at the end of a school year for a group or class that had developed cohesiveness. Recalling and sharing "growth experiences" might help some high school students overcome the sense of "I am all alone" in facing problems and difficult situations. It will also contribute to hopefulness about positive outcomes.

PROCEDURE:

1. Define the idea of growth experience as difficulties overcome or some other kind of meaningful event. Discuss this briefly. Give personal examples.
2. Ask each person to recall and write a number of "growth experiences" from the past year or past few years.
3. Give each person the opportunity to share one experience.
4. Lead the group in a discussion of similarities and differences between people's experiences.
5. Summarize the purpose of the sharing experience and thank participants for their openness.

OBSERVATION NOTES

You will need to direct the self-disclosure elicited from the group to a level appropriate for your purpose. Any self-disclosure requires some degree of group cohesiveness and this activity should not be attempted otherwise.

Area II- Category B- Competency 10

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I HAVE CONFIDENCE IN MYSELF.
TIME: 20 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 11-12
MATERIALS: A COPY OF "WHAT WOULD YOU CHOOSE?"

"SELF-CONTROL"

INTRODUCTION: A person many times hesitates to make a choice in fear of making an inappropriate one. Choosing becomes easier when the person is consciously more aware of the options that can be made daily. People often need help looking at discrepancies between what the person is doing and what others perceive the person is doing.

PROCEDURE:

1. Explain the purpose of this activity to the group.
2. Distribute copies of "What Would You Choose?" to each member of the group.
3. Ask group members to complete the sheet without discussion, marking the answers which are true for him or her. Allow adequate time for completion of sheet.
4. Discuss with students the choices they made. Ask for volunteers to tell what they would like to change and how they felt when making choices.
5. Finish the activity by having group members summarize their preferences for making a good choice.

OBSERVATION NOTES

The counselor could vary this activity by asking the students to compare answers or find out what others would think they would say. The counselor may want to look for students who need individual help by looking at discrepancies between what the student is actually doing and what the perception of significant others might be.

WHAT WOULD YOU CHOOSE?

1. Situation:
   I may choose a book to read for the next three weeks.
   - *Read list and pick title most unusual
   - *Ask a friend
   - *Shortest or longest
   - *Author I recognize
   - *Get book and look at cover
   - *One I already read
   - *Pick one at random
   - *Easiest
   - *Hardest
   - *Easiest to get on shelf
   - *Preview two or three, pick one

2. Situation:
   Pick a group to work with for three days of discussion and activity. I would choose
   - *One nearest me
   - *One I don't know
   - *One I know most
   - *One with mostly girls/boys
   - *Go with friends
   - *The smartest group
   - *The least smart group
   - *Fast workers
   - *Slow workers
   - *Randomly
   - *The smallest group
   - *The largest group

3. Situation:
   I am in a small group doing a project. The role I intend to play in the group is
   - *Clown
   - *Summarizer
   - *Idea Man
   - *Agreer
   - *Focus
   - *Practical

4. Situation:
In my small groups, I would typically volunteer to be the
*Leader
*Secretary
*Member
*Go-fer

5. Situation:
My teacher asks us to select a project from several listed. I would select the one that
*Is least work
*Is most work
*Uses a talent I have
*I already have material
*I have done before
*Is on a topic of most interest to me
*I can do at school
*I can do at home
*Has a product
*I can do well
*Has only talking
*Has reading
*Is informal
*Is formal
*Takes little time/lots of time
*Gets me the best grade
*Has most directions
*Has least directions
*Has set schedule
*Has no schedule
*I will learn most

6. Situation:
Of these types of activities, the one I do the least is
*Reading alone
*Reading aloud
*Reading in groups
*Discuss in small groups
*Write
*Experiment
*Teacher helps most/least
*Text book
*Library work
*Workbook exercises
*Question sheets
*Essay sheets
*Perform

7. Situation:
My teacher has put me in a group that I don't like, so I
*Stick it out
*Am as silent as possible
*Ask teacher to move
*Move on my own
*Tell the group I don't like the way we are working
*Take over leadership of group
*Try to subtly influence group
*Complain to friends
*Make sure I don't get in same group again
*Am as negative as possible

8. Situation:
Test given in history was unfair. I think I would
*Ask teacher about it
*Tell my advisor
*Complain to principal
*Say nothing
*Adjust my studying for unfair tests
*Tell friends
*Ask to change classes
*Silently resent it
*Accept it as normal

9. Situation:
This is what I tend to do when I don't succeed at a task in class
*Feel badly about it
*Make sure I don't try it again
*Don't let it affect me
*Discuss it with the teacher
*Just hope I won't pull down my grade average
*Think "Oh well, I can't win them all."
*Try it again at next opportunity
*Decide what went wrong
*Discuss it with advisor
*Feel it happens so often that it is normal

10. Situation:
There are skills some of us never learn. When I am asked to use a skill I don't do well, I tend to
*Avoid using it
*Ask friend to help
*Ask teacher to help
*Get a book and practice by myself
*Use it as much as possible hoping to get better

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND HOW MY FEELINGS AFFECT MY BEHAVIOR.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: DISCUSSION SHEET- "TALKING IT OVER"

"IMPROVING SCHOOL-RELATED SKILLS"

INTRODUCTION: Leaders, advisors, counselors may want to start the discussion by sharing their thoughts and experiences on academic problems or school-related behavior. Encourage students to share their experiences or feelings on school-related behavior.

PROCEDURE:

1. Leaders, advisors, counselors should share their experiences and thoughts on school-related behaviors.
2. Hand out discussion sheet- "Talking It Over."
3. Encourage students to read one statement and discuss, compare, or identify how the statements can apply to their situation.
4. After class discussion, the leader may want to have some encouraging remarks on how to incorporate the statements for positive use.

OBSERVATION NOTES

The lesson may take two class periods if students become involved and discover that the statements may affect and apply to them. The students may also need to be encouraged to participate if they exhibit shy or withdrawn behavior.

TALKING IT OVER

Advisees and advisor may profit by sharing thoughts and experiences on academic problems, study habits, attendance, time management, and class behavior. Below is a set of sample statements which may provoke interest and lead to a discussion.

1. Academic problems are usually due to students who aren't interested in school, and who put more time and energy into complaining about a class than they do studying.

2. Academic problems seldom occur for students who are "B" or "A" students.

3. Good teachers usually don't have many students doing poorly. Bad teachers usually do.

4. Students should spend from one to two hours a night doing homework.

5. When you study, your environment should be quiet and peaceful.

6. To do well in school, it is important to attend school regularly.

7. Usually, a student can miss one day a week if he/she works very hard on the days present.

8. In most classes, it is not easy to know exactly how the teacher wants you to behave.

9. Teachers who have respect for students have more behavior problems with students than teachers who appear tough and superior to students.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND HOW MY FEELINGS AFFECT MY BEHAVIOR.
TIME: 30-40 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: RELAXATION MUSIC (OPTIONAL)

"RELAXATION"

INTRODUCTION: There are times in our lives when we encounter anxious situations such as taking a test or speaking in front of a group. Therefore, it is important that we learn how to relax. This exercise will give students practice in being able to imagine various situations without feeling stressful.

PROCEDURE:

1. Ask students to lie on the floor with the lights reduced.
2. Lead them through a series of muscle flexing exercises talking calmly and slowly. (In turn, tighten: right leg; right arm; left leg; left arm; both legs; both arms; trunk; face and neck. Flex each for 15-20 seconds each, relaxing after each flexing motion.)
3. Point out sensations of being relaxed. Ask "Do you feel tension draining away?" Then muscles are relaxed.
4. Talking slowly and soothingly discuss places where they have felt relaxed and secure.
5. Ask students to associate the physical feeling of being totally relaxed with the mental image of the place where they feel relaxed.
6. Repeat sessions between 2-5 times until the students can get the relaxed feeling without flexing.
7. Conclude by suggesting that each student practice the relaxation exercise daily, specifically when they know that they will be in a stressful situation.

OBSERVATION NOTES

Observe students to identify those who may have particular difficulties getting into the exercise. You may want to give them special assistance.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF.

COMPETENCY: I UNDERSTAND HOW MY FEELINGS AFFECT MY BEHAVIOR.
TIME: 40-60 MINUTES
GROUP SIZE: CLASS OR SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: THE IALAC STORY (ARGUS) FILMSTRIP OR SUITABLE STORIES THAT SHOW NEGATIVE ENCOUNTERS BETWEEN PERSONS MAY BE SUBSTITUTED.
REFERENCE : I AM LOVABLE AND CAPABLE, ARGUS

"I AM LOVABLE AND CAPABLE (THE I.A.L.A.C. STORY)"

INTRODUCTION: The IALAC story relates how all people encounter situations that cause negative feelings of self-worth. The effects of this cause people to eventually have doubts about their self-worth and confidence. The filmstrip relates in cartoon format several situations a typical teenager may encounter that are negative in nature. The cumulative effect of the negative encounters are explored, and the film shows how many people erect a "brick wall" around themselves in order to cope with negative feelings and "put-downs."

PROCEDURE:

1. Introduce concept of IALAC - I am lovable and capable as a "tag" that people wear that shows they have confidence in themselves. Negative encounters tend to tear the IALAC tag to pieces, and the person ends up feeling not lovable or capable.
2. Elicit responses from students about the qualities that they have that are lovable and capable.
3. Show the filmstrip (approx. 10 minutes)
4. Ask students to relate to the reactions of the characters in the film. How is a "brick wall" erected to shield us from negative feelings? The negative aspects of erecting this wall should be explored, such as preventing the normal interactions necessary for good positive feelings, or tending to lessen confidence in coping with future situations.

5. Ask students to share how they deal with negative situations in a positive way; role-play how to deal with "put-downs."

OBSERVATION NOTES:

Students who have difficulty coping with negative feelings or who have already erected a "brick wall" are suitable candidates for individual counseling.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND HOW MY FEELINGS AFFECT MY BEHAVIOR.
TIME: 50 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-12
MATERIALS: SITUATION AND CHARACTER SKETCH A, B AND C (FOR THE LEADER)

"UNDERSTANDING OTHERS"

INTRODUCTION: Often, students find the study of behavior and its motivations very interesting. This lesson offers opportunities for students to note that their reactions to problems may yield both positive and negative results. It also dramatizes the fact that an individual always chooses to respond to a situation in a particular manner and that split-second decisions are sometimes difficult. During this lesson, students will have an opportunity to evaluate the behaviors of students in various school situations.

PROCEDURE:

1. Ask the class to arrange themselves into small groups of four or five students.
2. Explain to the students that we are all faced with the need for split-second decisions from time to time and that our reactions yield varying results.
3. State that today we will evaluate the behaviors that students may exhibit in various school situations and explore possible motivations for a particular response.
4. Say to the group: "I am going to describe a situation to you, and then I will ask three students in the class to read aloud a possible response to the situation as realistically as possible. After each response is read, your group will be asked to agree on the particular character in the situation most likely to have responded in this manner. When your group agrees, tell me privately the name of the character selected by the group for that particular response. Each group will get five (5) points for each "correct" guess. At the end of the session, the members of the group having the most points will be awarded honorary "Ph.D. in Psychology."
5. Ask if there are any questions. Clarify as needed.

6. Read Situation A to the group and follow the procedure above.
7. Read Situation B, followed by Situation C.
8. The answers are subjective. Therefore, credit should be given to a team if the members provide sound reasoning for matching a response to a character other than the ones listed on the answer key. Students may wish to get involved in lengthy discussions regarding a "right" and "wrong" answer. Emphasize the ideas that these characters were developed to dramatize the fact that feelings and motivations for particular behaviors vary from person to person.

OBSERVATION NOTES

Note students who have difficulty in group discussion with peers. Additional opportunities for them to practice their group skills could be arranged.

Situation A:

In the hall during passing time, Andy trips a person he hardly knows, causing that person to drop all of his books and bruise a knee. What is the response of the person who is tripped?

Response X "Aw, cut it out, man. You're going to make me late for class." He laughs, picks up his books and leaves for class.

Response Y "Leave me alone, you creep." He gathers his books and goes immediately to his next class where he asks his teacher for a pass to the nurse.

Response Z "You aren't so tough. Come here, you big turkey, and I'll punch your lights out." He pushes Andy against a wall and a fight begins.

Character Sketch Sheet (Situation A):

1. Brian is manager of the track team. He is big, good-natured, and friendly with most kids. Brian feels good about himself and figures Andy likes him and was just goofing around.
2. Randy is always the victim of bullies. He is very quiet and often feels people take advantage of him.
3. Jake is smaller than other boys in his class. He feels like he has to prove that he is as tough as the rest of them. He is known for a short temper.
4. Mark is a good guy but it really makes him mad when someone makes him look foolish. He'd like to punch Andy's face, but his parents told him that if he ever gets caught fighting in school, they will really lay into him.
5. Jerry is a new student from another state. He was very popular in his old school and would like to make a good impression here. However, he is not sure of how the students feel about him here.

Situation B

A student in class receives back an "F" grade on a test.

Response X "I hate this class--none of this junk matters to me!" (Said loud enough so everyone can hear.)

Response Y "Is there any make-up work or extra credit that I could do to make up this "F"? (Said to the teacher.)

Response Z (Whines to teacher.) "This isn't fair. I didn't understand these questions. Can't I get some of my points back?"

Character Sketch Sheet (Situation B):

1. Larry is a "C" student. He tries hard. He does not have many friends in class.
2. Lloyd is maintaining a "C" average in class. He relies on his friends in class to help him get answers on worksheets. He wants to keep his "C" but doesn't like to do much work on his own.
3. Michele is receiving "D" or "C" grades. She spends most of her time in class drawing pictures on her notebook, daydreaming, or talking to her friends. She doesn't like the teacher.
4. Charlie received four "F's" on other tests this quarter. He does not like the class or the teacher. Charlie was asked to leave the classroom on two previous occasions for smarting off to the teacher.
5. Angie is a very quiet "A" student. She usually works by herself and is very concerned about doing good work. She was sick the week before the test.

Situation C:

A ninth-grade girl is smoking in the restroom between classes. Several other students are gathered around her talking. A teacher enters suddenly. In a panic to hide the cigarette, the girl passes it to the girl next to her. Unfortunately, the teacher sees the second girl with the cigarette and orders her to the main office for suspension from school for smoking. The girl says to the principal:

Response X "I'm not going to take the rap for something I didn't do! Prove I was smoking! You can't, just 'cause she saw the butt in my hand doesn't mean I was smoking. Anybody grabs something that somebody hands him/her. You can't help it. Now get off my back."

Response Y (Crying.) "I'm really sorry I was holding the cigarette. Honest, I wasn't smoking. Someone just pushed it into my hand, and then I was so scared. I didn't know what to do. Everyone just backed away from me. Please believe me."

Response Z "Hey, man, that wasn't me smokin'...You're probably gonna get down on me now just for getting caught holdin' someone else's cigarette. Schools are always like that. Why should anybody try?"

Character Sketch Sheet (Situation C):

1. Paula acts like she doesn't care about school or about teachers, but she really wants everyone to think well of her. She would never admit to her friends that she wishes she was an "A" student.
2. Jean hates school because everyone and everything there makes her feel dumb. She thinks teachers try to make her feel bad.
3. Veronica is an honor student and is well liked by students and teachers. She is very considerate of other people's feelings and helps students who are slow learners. She feels good about school and her classmates.
4. Ann knows the kids call her "Big Anna" because they think she's tough, but she really would prefer to have them like her. Still, she does have a tendency to get loud when she's mad.
5. Jody is very quiet and shy. She tries hard in school and is always afraid of getting in trouble. When people get mad at her, she gets confused and cries.

Answer key:

Situation A: Response X- Brian; Response Y- Randy; Response Z- Jake
Situation B: Response X- Charlie; Response Y- Angie; Response Z- Lloyd
Situation C: Response X- Anna; Response Y- Jody; Response Z- Jean

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I UNDERSTAND HOW MY FEELINGS AFFECT MY BEHAVIOR.
TIME: ONE HOUR
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 9-10
MATERIALS: "THOUGHTS, FEELINGS AND ACTION" SHEET

"THOUGHTS/FEELINGS/ACTIONS"

INTRODUCTION: Students are better able to understand themselves and others if they are aware of the differences between thoughts, feelings and actions. This activity gives students practice in making those distinctions and showing that they have learned the differences by creating some examples of their own.

PROCEDURE:

1. Explain the purpose of the exercise (see introduction).
2. Thoughts: We use our brains to think. We are always thinking. Many times when we think, we actually talk to ourselves. Our thoughts are our opinions and conclusions and what we understand and have experienced. Thoughts are private. You can look at me and be sure that I am thinking, but you cannot tell what I am thinking.
3. Feelings: Our emotions, either mad, sad, glad, afraid or ashamed, are our feelings, and they are separate from our thoughts. All our feelings are derived from our thoughts. A common mistake in sharing and expressing feelings is to say, "I feel....." and then share a thought. (Example: "I feel like today is a nice day." "....like today is a nice day" is a thought. "Happy" is a feeling. The correct way to share that feeling would be "I feel happy that today is a nice day.") Feelings are private. You can look at me and guess how I am feeling, but you cannot always tell for sure.
4. Actions: What we do, what we say, or what other people can see, are our actions. Right now I am sitting and talking. Your actions are sitting there and listening to me. Some of you are smiling.

5. Our thoughts, feelings and actions all work together. Many times the process of thoughts, feelings and actions reacting together happens so fast that we forget they are all separate. Here is an example: A boy is walking down the street and he sees a large dog running at him. Immediately he starts running to his house. This happens really fast. But, if we look hard this is what really happened. His thoughts were: "Wow! That dog looks mean! He is coming at me and he might bite me!" His feelings were: scared, afraid, panicked. His actions were: He ran to his house. It is important to realize that in this example, the boy chose to run to his house. He could have chosen other alternatives. He could have frozen. He could have kicked at the dog. He could have run across the street. He had many choices. But he was responsible for whatever he chose to do. We are always responsible for all of our behavior.
6. Role-playing: Ask for three volunteers. Explain that each student will represent one of the three parts, either thoughts, feelings, or actions. Give the following situation. Ask the students to role-play, showing how different parts react and work together. Situation- The teacher asks you a question and you don't know the answer. Example: Student #1- thoughts. ("I wish I knew the answer. The other kids are going to laugh at me and think I'm not smart.") Student #2- feelings. (Ashamed, embarrassed) Student #3- actions. (Tell the teacher "I don't know" and squirm in my seat)
7. Pick three volunteers to role-play each of these situations:

   a) You are sitting in the kitchen when a car pulls into the driveway, and you hear a loud crunch. You remember that you left your bicycle in the driveway. What are your thoughts, feelings, and actions?
   b) Your father comes home from work and says that your family is moving.
   c) You are home alone at night, and you hear a strange noise.
   d) Your dog chews up one of your new slippers.

8. Pass out thoughts, feelings, and actions worksheet. Ask students to think of situations using thoughts, feelings, and actions.
9. Process the role-playing and activity sheet experience. Summarize the following points:

   a) Do you see that the way we think about a situation often determines how we act?
   b) Do you understand that we all choose to behave in a certain way?

OBSERVATION NOTES

While observing the role-play activities, identify the students who have particular strengths in making up dialogues that accurately illustrate the situations. Additional practice sessions could be established using these students as demonstrators and discussion leaders.

THOUGHTS, FEELINGS, AND ACTIONS

These are the three emotions all of us have. All three emotions work together. Can you think of a time you felt really mad, sad, glad, afraid or ashamed? Try to separate your thoughts, feelings and actions. (Remember - We are always responsible for our own actions!)

A time you had a strong feeling! -

Thoughts -

Feelings -

Actions (what you did) -

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I AM ABLE TO STATE MY OWN IDEAS.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: COPIES OF "INTERPERSONAL RELATIONS CHECK LIST"- ONE PER STUDENT

"GETTING ALONG WITH OTHERS"

INTRODUCTION: At this age most young people know what is expected of them in social situations. However, their emotional needs may cause them to behave in inappropriate ways. The goal for the counselor in doing this activity with groups is to find students who are not satisfied with their present patterns of relating to others and invite them to join a counseling group to deal with these issues. The underlying theme is respect for self and others.

PROCEDURE:

1. Explain that as we grow older, getting along with other people becomes more complicated. Sometimes we do things that get us into trouble with other people and we're not even sure we know why.
2. Ask students to contribute examples of behavior they observe where one person is behaving inappropriately to another. Make sure students understand not to use real names. List the contributions on the board. Make sure they cover not just student to student behavior but also student to teacher, student to parent, etc. Use the attached "Interpersonal Relations Check List" for ideas to lead the discussion. If not mentioned, bring up the issues of rough play, negative remarks, starting rumors.
3. Ask students for their ideas about why people do some of these inappropriate things.
4. Ask for a show of hands from those students who have ever said or done something that they later regretted.
5. Explain that this happens to everyone, but if you find yourself over and over again making the same mistake, it may be time to think about it and try to change your behavior.

6. Hand out copies of the "Interpersonal Relations Check List" and ask the students to complete it.
7. Focus on the "respect" items. Ask, "How do we show respect for adults and peers?" "How do we know when they respect us?"
8. Ask "What can you use as sort of a signal to yourself that what you're doing to someone else is out of line?" Elicit the response, "Ask yourself if you would want them to do this to you."
9. Ask the students to write the answers to two questions on the back of their checklist.

   a) "Is there any area on this list that really bothers you about yourself?"
   b) "Would you like to speak to a counselor about the possibility of joining a regular counseling group to work on any of these issues?"

OBSERVATION NOTES

When asking students to respond to the last two questions, stress the confidentiality of their answers. In answering "yes" to the 2nd question, they aren't promising to be in a group; they are just getting more information. Then follow up on these referrals as soon as possible within two weeks. Let the students know when they will be contacted.

INTERPERSONAL RELATIONS CHECK LIST

Put an "X" on the line that best describes the number of times you usually behave in the ways listed.

	Not very often	Part of the time	Most of the time
Do I try to help people when they need help?			
Do I listen to other people's advice and follow it if I know it's right?			
Do I obey the rules of the group?			
Do I let other people give their opinions?			
Do I talk while other people are talking?			
Do I make other people follow my ideas?			
Do I make fun of other people because of the way they look?			
Do I show respect for adults?			
Do I cause trouble in my family or group when I don't like what they are doing?			
Do I respect the belongings of other people?			
Do I show respect for other people my own age?			

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN HANDLE PERSONAL DIFFICULTIES.
TIME: 30 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 9-10
MATERIALS: "STRESS TEST FOR STUDENTS" "TORONTO STAR", SEPT. 3, 1980

"LIFE CHANGES"

INTRODUCTION: Inquire if any students have experienced any changes or unexpected experiences. Give examples of common types of changes they may experience, for example, parents divorce or changing schools.

PROCEDURE:

1. Stimulate students to share their feelings on what happened, and how they were able to cope with the situation.
2. After a sharing time of about five minutes, distribute the survey and ask them to place a score on the line to indicate the amount of stress they experienced.
3. Ask students to tally their score. Explain to students that if a score was between 150 and 300, they would have a better than average chance of showing some symptoms of stress. If the score was above 300 there is a strong likelihood that they will experience a serious change in health and/or behavior.
4. Inform students that almost all students will experience some measure or degree of stress in their lives. Reassure students that a counselor's job is to help all students who may be experiencing these changes.

OBSERVATION NOTES

Unusually high scores may indicate students in need of individual counseling.

STRESS TEST FOR STUDENTS

The following scale gives an estimate of the impact of various changes in a student's life that worry and stress them. Add up the total points for all of the items you have experienced in the last year. If you scored below 150, you are about average with respect to stress load. If your score was between 150 and 300, you have a better than average chance of showing some symptoms of stress. If your score was above 300 there is a strong likelihood you will experience a serious change in health and/or behavior.

STRESS	POINTS	STUDENT'S SCORE
Parent dies	100	________
Parents divorce	73	________
Parents separate	65	________
Parent travels as part of job	63	________
Close family member dies	63	________
Personal illness or injury	53	________
Parent remarries	50	________
Parent fired from job	47	________
Parents reconcile	45	________
Mother goes to work	45	________
Change in health of a family member	44	________
Mother becomes pregnant	40	________
School Difficulties	39	________
Birth of sibling	39	________
School readjustment (new teacher or class)	39	________
Change in family's financial condition	38	________
Injury or illness of a close friend	37	________
Starts a new (or changes) an extracurricular activity (music lessons, Brownies)	36	________
Change in number of fights with siblings	35	________
Threatened by violence at school	31	________
Theft of personal possessions	30	________
Changes responsibilities at home	29	________
Older brother or sister leaves home	29	________
Trouble with grandparents	29	________
Outstanding personal achievement	28	________
Move to another city	26	________
Move to another part of town	26	________
Receives or loses a pet	25	________
Changes personal habits	24	________
Trouble with teacher	24	________
Change in hours with baby sitter or at daycare center	20	________
Move to a new house	20	________
Changes to a new school	20	________

Changes play habits	19	________
Vacations with family	19	________
Changes with friends	18	________
Attends summer camp	17	________
Changes sleeping habits	16	________
Change in number of family get-togethers	15	________
Changes eating habits	15	________
Changes amount of TV viewing	13	________
Birthday party	12	________
Punished for not "telling the truth"	11	________

Area II- Category B- Competency 13

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN HANDLE PERSONAL DIFFICULTIES.
TIME: 45 MINUTES
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 9-10
MATERIALS: "THREE KINDS OF CONFLICTS AND HASSLES" INFORMATION SHEET, ROLE PLAY- "CONFLICT RESOLUTION", "ALTERNATIVE FOR SOLVING HASSLES" WORKSHEET

"MANAGING CONFLICTS AND HASSLES"

INTRODUCTION: Everyone gets into hassles. It may be with a parent, teacher, friend, or a stranger. This activity helps students to understand how they can manage conflicts.

PROCEDURE:

1. Inform students of the 3 major types of conflicts and hassles. Ask students to share their feelings on conflicts or hassles. Use the information sheet to guide the discussion.
2. Discuss the suggestions on the worksheet "Alternatives for Solving Hassles."
3. Present role-play situations to students, and process outcomes. Ask students to present alternative situations.

OBSERVATION NOTES

Students who have difficulty understanding how to identify conflicts or cannot find alternatives for resolution would benefit from individual assistance.

ALTERNATIVES FOR SOLVING HASSLES

(1) "I" Messages - State the problem in terms of how it makes you feel - not the other person.

("I am really angry with you because you are always talking behind my back" not "You're so stupid when you talk behind my back.")

(2) Listen Closely- Let the other person know you are willing to listen to their side. ("Oh - I'm listening" or "go ahead - I'll listen" or "did I hear you right? You said.............").

(3) Getting Help - Using others to help solve a problem. Not telling on someone or expecting others to solve the problem for you. Usually involves someone who has either knowledge or ability that the people in the conflict lack.

(4) Dropping It - Leaving alone a situation you can't handle. Not running away, in that you don't let the other person get their way. Good for "cooling off" periods, or avoiding certain problems in "no-win" situations.

(5) Make a Deal - Cooperating with other person. Being willing to give in to certain things if the other person is also willing to give in a bit. Usually can be done by making a suggestion.

(6) Apologizing - Not really admitting you are wrong (you may be right) but letting the other person know you are sorry the hassle happened.

("we don't seem able to solve this, but I am sorry you feel badly about it. I do too............")

Of course, if you really do believe you are wrong, an apology can gain you lots of respect from other.

3 KINDS OF CONFLICTS AND HASSLES

There are 3 major types of conflicts with these results:

1. Both people feel hurt	2. One person feels hurt, the other gets his or her way.	3. No one is hurt.
Both people fight. (physical or verbal)	One person fights. (physical or verbal) Other person quits or runs away.	No one fights or argues. Each says his position. Each person listens. Alternatives are used to settle it.
The problem continues. No respect for self or others as a result.	Problem may be settled. Both people disrespect each other and self.	Conflict gets settled. No "loser" or "winner". Mutual respect for each other and self.
There will probably be another fight.	Loser may seek revenge or take it out on someone or something.	

THESE MAKE CONFLICTS OR HASSLES WORSE:

(1) Violence (Physical or Verbal) destroys any basis for compromise and ruins friendships. It hardly ever deals with the real problem--just causes more. People don't forget physical or verbal abuse.

(2) Running Away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose respect of others and themselves. It can become a habit--a person eventually has to stand up for something sometime. People who give in are usually taken advantage of by "friends" and others alike.

(3) Telling only makes the problem worse. Makes others lose respect. It Usually means you want others to solve hassles and make decisions for you.

Share a time you used violence, ran away, or told on someone.

(1) What was the situation?

(2) What happened?

(3) How would you handle it if you could do it over?

(4) How did you feel about your decision?

CONFLICT RESOLUTION

A. Mary and Janet both like Robert. Beverly tells Janet that Mary has been talking about her to Robert. Janet spreads the word that she is going to get Mary after school.

B. John is cheating on the spelling test and his answers fall on the floor in front of his friend William's desk. The teacher walks by and picks up the paper and accuses William of cheating.

C. Lisa's mother makes her babysit whenever she is busy or has to run errands. Lisa has been kept home from school in order to watch her two little brothers. Her teacher has been on her back and Lisa is unhappy about missing her playtime in the evening.

D. James brought a friend who is of another race home from school. His brother, Ray, makes the comment: "Don't you have any friends of your own kind?"

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN HANDLE PERSONAL DIFFICULTIES
TIME: CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: "THE CLIQUE"- A STORY

"THE CLIQUE"

INTRODUCTION: Peer pressure is a dynamic that is present in groups of students at this age level. Often, students find themselves involved in activities with a group with whom they would not become involved on an individual basis. This story offers an opportunity to identify problems associated with peer pressure. Students supply the ending to the story and evaluate strategies for coping with the problem.

PROCEDURE:

1. Read "The Clique" aloud with the class.
2. Discuss the following questions?
    - a) What are the problems in this story?
    - b) Why does Joyce feel pushed by Wanda and her group?
    - c) Why did Janet enjoy her friendship with Saundra at first?
    - d) Is it okay to want to be alone sometimes?
    - e) What is peer pressure?
    - f) Have you ever been in a similar situation? How did you handle it?

OBSERVATION NOTES:

During the discussion of this story, students may identify problems of peer pressure associated with other areas such as drug abuse, cheating on tests, etc. These areas may be used for role-plays or as discussion topics at a later time. Be sure the point is made (by the leader if not the class) that wanting to be accepted by a group is not enough reason to do something you know to be wrong.

"The Clique"

The Story:

Joyce has just moved to Kansas City and feels lucky that she has found a friend, Saundra. They like to do the same things and have fun together, but each allows the other freedom to go her own way. Joyce also meets Wanda, the leader of a group of youngsters who seem to really have fun. Joyce is accepted into the group and is swept along with Wanda and the camaraderie. But soon the group asks that she give up her friendship with Saundra and do some things she doesn't believe are right. The group has planned to visit a shopping mall on Saturday and "take" a few things. When Joyce tells the others that she plans to stay away, Wanda tells her that she must go if she wants to stay in the group. What would you do if you were Joyce?

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN HANDLE PERSONAL DIFFICULTIES.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: ACTIVITY SHEETS- "LEARNING TO SAY NO," "THE GIRL (OR BOY) WHO COULDN'T SAY NO," AND "WHEN I'VE SAID NO," ONE FOR EACH STUDENT. OPTIONAL- A FILMSTRIP LIKE "LEARNING TO SAY NO" OR "THE GENTLE ART OF SAYING NO"

"LEARNING TO SAY NO"

INTRODUCTION: Being able to say "no" is a characteristic that influences every area of one's life and is useful at many levels of interaction: teenagers being pressured by friends to use drugs; a boy or girl being pressured by a date to engage in sex; a student being pressured by friends to help him/her cheat on homework; and a person of any age being pressured on various sides to take on more and more responsibility to the point of overload. In our society people need to know, first, that they have a right to say "no" and, second, that it is an assertive response that is very effective.

PROCEDURE:

1. Explain the above rationale to the class.
2. Either watch one of the suggested filmstrips or explain the following concepts:

   a) You have the right to say NO.
   b) An aggressive way to do this is with a hostile attitude that really puts the other person down and usually results in bad feelings on his/her part. Contrast aggressive with assertive responses.
   c) A passive response is to sound and look wishy-washy. This usually results in the other person's trying harder to persuade you.

d) An assertive response is a simple "No", said firmly and with an attitude of pride in yourself and respect for the other person. This usually results in the other person's respecting your wishes. However, in the case of someone who persists, the recommended technique is to say "no", say "no" again, and finally walk away.

3. Explain that the message you convey is carried in more than just the words you say. It is also carried in your body language, tone of voice and facial features.
4. Ask students for an example of an aggressive response to a friend who wants to copy your homework. (Example- "No way! You jerk," said with a loud hostile voice and with aggressive body language.)
5. Ask students for an example of a passive response to the same question. (Example- "Well, I don't know...." said with a voice trailing off faintly, eyes downcast, and slumping shoulders.)
6. Ask students for an example of an assertive response. (Example- "No, I don't do things that way," said with a firm voice, direct eye contact, and erect posture.)
7. Hand out activity sheet "Learning to Say No." Ask the students to complete this with assertive responses, individually or in pairs. Then ask them to pick items they would like to discuss. Ask for volunteers to role-play some of the more popular choices.
8. Hand out the activity sheet "When I've Said No." Ask students to complete the worksheet. Explain that they will not be forced to share their responses, although this is encouraged. When they are finished writing, if the leader starts off with personal experiences, this will encourage the students to do likewise.
9. Ask the students to pair off to practice. One person asks the other to do something he/she doesn't want to do. The other person just stands straight, looks him/her in the eye, and says, "no". Then reverse roles. It may help if the class agrees on a standard situation to use. When everyone has had a turn in both roles, ask how they felt saying "no" and having "no" said to them. Probably the tendency is to want to explain when they say "no". Perhaps all will agree that they need to elaborate somewhat, even if only slightly.
10. Activity "The Boy (or Girl) Who Couldn't Say No" is optional.
11. Role-playing is sometimes hard to get going. But if the leader can persuade two students to do the first one (or if the leader can be a part of the first one), the activity then usually flows very smoothly.

OBSERVATION NOTES

Most people have some difficulty being assertive; they tend to lean to the passive side. However, note students who tend to overdo the aggressive response or who have much difficulty getting out of the passive mode.

LEARNING TO SAY NO

Directions: How would you say "NO" in the following situations? Write down what you would say. Try to say "NO" so that the other person will not be angry, if possible.

1. You are a teacher who must say "no" to a student who asks to use the bathroom.

2. You are a teacher who must refuse a student special permission to be excused from homework during a relative's visit.

3. You are a student who refuses to give a classmate the answers to the homework assignment due that day.

Name______________________________

Date ______________________________

4. You are a student who says "NO" to an offer to join in drinking or taking drugs.

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5. You are a child who says "NO" to a parent's request to go on an errand.

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____

6. You are a parent who refuses a child's request to be driven somewhere.

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7. You are a student with a lot of work to get done who says "NO" when friends ask you to go with them on a shopping trip.

____

____

____

8. You are a child who says "NO" when your parents ask you to stay home and babysit for a younger brother or sister.

____

____

____

Name ______________________________

Date ______________________________

WHEN I'VE SAID NO

DIRECTIONS: Complete the following sentences. Be prepared to discuss your responses with the class.

Times I should have said "NO" but didn't

____

____

____

____

____

____

Times I said "NO" and was glad I did

____

____

____

____

____

____

Times I said "NO" and wish I hadn't

____

____

____

____

____

____

Name______________________________

Date______________________________

THE GIRL (OR BOY) WHO COULDN'T SAY NO

DIRECITONS: Write a story entitled The Girl (or boy) Who Couldn't Say No. If you need more space for the story, continue on the back of this sheet.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN DEAL WITH LIFE WHEN I FEEL DOWN.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: NONE

"PREVENTING SUICIDE"

INTRODUCTION: The incidence of suicide among teenagers has increased dramatically over the last ten years. The underlying causes are numerous and include the use of drugs and alcohol, shifting personal and family values, and depression. Since suicidal teenagers usually tell a peer of their intentions before they tell anyone else, it is vital that students learn to recognize the signs of a potential suicide and to know what to say to a friend who is thinking of taking his life.

PROCEDURE:

1. Explain the rationale for this lesson by summarizing the above introduction.
2. Give updated statistics on the number of adolescents who attempt and complete suicide by contacting the National Center for Disease Control. The address is 1600 Clifton Rd. NE, Atlanta, Georgia, 30333 and the phone number is (404) 329-3286.
3. Ask students to compile on the board a list of the causes of suicide.
4. Differentiate between being sad and depressed. (Being sad is usually of short duration while being depressed can be a long-term emotional illness.)
5. Discuss how to be a good listener. Practice this skill by asking students to paraphrase each other's responses to various hypothetical or controversial questions or statements. Give an example to clarify this skill.
6. Provide phone numbers for Life Crisis or other similar suicide prevention programs in the area.

7. Conduct role plays about how to persuade a friend to go to a parent, teacher, or counselor for help.

OBSERVATION NOTES

Be aware of those students who seem to be particularly upset or moved by this activity or of those who may be taking it too lightly. In either case, this activity may have touched on a sensitive area that may need to be explored further. Many pertinent films and videos are generally available as reinforcing activities.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND ACCEPTING SELF

COMPETENCY: I CAN DEAL WITH LIFE WHEN I FEEL DOWN.
TIME: 45-60 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: STRESS PACKET

"STRESS RELIEF"

INTRODUCTION: Stress is defined and identified for students. They will learn to identify their own stresses and demonstrate a knowledge of healthy techniques for relief of their own stress.

PROCEDURE:

1. Read introduction of Stress Packet for yourself (counselor).
2. Do the *Exercise for Recognizing Tension-* Follow the steps #1 through #11.
3. Ask the group to note things that give them stress and what they did to relieve the stress. Encourage them to share the examples.

OBSERVATION NOTES

From the sharing, identify students who need individual counseling for stress.

STRESS

Stress is the tension we feel when our environment places pressure upon us. It may be physical, mental, or emotional stress. How we handle stress often affects our health, our relationships with others, and our ability to function at school or work. Many authorities believe that we need some stress in our lives to survive. Feeling tension is uncomfortable and motivates us to do whatever is necessary to relieve that tension. If failing tests makes us tense, then studying for tests so that we can pass them can help prevent or at least alleviate stress. Sometimes, relieving stress is very easy and the solutions are quite obvious. If the room is cold and we are uncomfortable, we close the window. Sometimes, not only do we not know how to relieve stress, but we do not even realize that we are under stress until the situation ends and we discover how relaxed we have become.

Before we can learn to cope with stress, we have to be able to recognize when we are under stress. If we do not realize that we are tense, we may mope and become withdrawn or snap at others around us, addressing our tension in a negative way. Our behavior can cause those around us to feel tense, causing them to respond to us negatively by avoiding us or displaying anger. Their behavior can increase our feelings of tension and create a vicious circle of stress that helps no one. Some of us may hold our feelings inside and develop ulcers or nervous conditions and not even know why. To learn to cope with stress, we must first learn to recognize within ourselves when we are under stress. From there, we need to learn techniques for coping with stress and for avoiding situations that increase our tension level.

The exercises that follow are designed to give students information about themselves and how they react to stress. The exercises are sequential and can be used over a period of time as a unit, or they can be used as individual activities. Modifications may need to be made in techniques or examples used, depending upon the maturity of the students involved. The topics include:

> **Recognizing Tension**-How do we react physically to stress?
> **Practicing Relaxation**-How can we teach ourselves to relax?
> **Coping with Stress**-How can we use stress positively? How can we reduce or avoid stress?

Learning personal ways of coping positively with stress is important for survival in life. Many capable students fail regularly because they do not know how to cope with school; many capable workers fail or become locked into lower level jobs because they have not learned how to handle change, or responsibility, or deadlines. The following exercises may assist in starting students on the right road to coping with life.

EXERCISE FOR RECOGNIZING TENSION

This is a group activity that involves the whole group simultaneously. Although students are working as a group, for a great part of the activity, they will be quiet, talking to no one, but thinking about their own feelings. They should not share their feelings until the individual part of the exercise is over. The purpose of the activity is for students to begin to recognize when they are tense and when they are relaxed. A script is written below that you can read to students. Directions that are not to be read are included in parentheses. As you practice using this exercise, you may wish to alter the script to fit the needs of the group.

1. Have the students sit comfortably at their desks or in chairs.

2. Keeping a calm, even tone to your voice, say the following: "Today, we are going to practice paying attention to how we feel. Sometimes our bodies let us know how we feel before our minds do. Although we are all here together as a group, this is an individual experience. For each of us to get the most from the experience, it is very important that we all follow my directions exactly. Please do not talk. I will be asking you questions, but think about the answers and keep your answers to yourself. Does everyone understand? (If there are questions, please explain the directions again).

   We are now ready to begin. Please follow my directions exactly and concentrate on what you are feeling. First, close your eyes. Keeping your eyes closed, sit in your chair so that you feel comfortable. Think to yourself, how am I sitting? Are my legs stretched out or are they crossed, are my arms at my side or folded? Am I sitting up straight or slouching? Think about how you are sitting and how you feel right now. (Pause here for a few seconds). Keeping your eyes closed, make a frown with your face. Frown as much as you can. Frown harder.....harder. Keep frowning, and as you frown, think about how your face feels. Think about--does it hurt; how do your eyebrows feel; how do your cheeks feel; how does your mouth feel? Okay, stop frowning. Keeping your eyes closed, think about how your face feels now. Does it feel differently than when you were frowning? How do your eyebrows feel; how do your cheeks feel; how does your mouth feel?

Now, keeping your eyes closed, ball both hands into a fist. Ball the fists as tight as you can and place your arms down at your sides keeping your fists balled tightly. Think about how you feel right now. How do your fingers feel; how do your arms feel; how do your shoulders feel? (Pause for a few seconds). Now unball your fists and relax. Keeping your eyes closed, think about how you feel right now. How do your fingers feel; how do your arms feel; how do your shoulders feel? Do you feel differently now than you did when you had your fists balled tightly? Think about how you felt with your fists balled and how you feel now. (Pause for a few seconds).

Now, keeping your eyes closed, inhale and as you inhale, try to hold in your stomach until it touches your back. Think about how you feel right now. How does your chest feel; how does your stomach feel? Exhale and relax. Think about how you feel right now. How does your chest feel; how does your stomach feel? Do you feel differently now than you did when you were holding your breath? (Pause for a few seconds).

Now, keeping your eyes close, stretch your legs out in front of you. Curl you toes under as tightly as you can. Think about how you feel right now. How do your toes feel; how do your legs feel; do they hurt? Now uncurl your toes, unstretch your legs and relax. Keeping your eyes closed, think about how you feel right now. How do your toes feel; how do your legs feel; do they hurt? Think about how you felt with your toes curled under and your legs stretched and how you feel now. (Pause for a few seconds).

Now, keeping your eyes closed, make a frown with your face, ball your fists as tight as you can and place your arms down at your sides, hold in your breath and hold in your stomach until it touches your back. Stretch your legs out in front of you and curl your toes. Keeping eyes closed, think about how you feel right now. Okay, exhale, but keep the frown on your face, your fists balled, your legs stretched and your toes curled. Think about how you feel right now. Okay, stop frowning, but keep your fists balled, your legs stretched, and your toes curled. Think about how you feel right now. Okay, unball your fists, but keep your legs stretched and your toes curled. Think about how you feel right now. Okay, now relax your legs and toes. Think about how you feel right now. Keep your eyes closed. Think about how your face feels. Think about how your shoulders feel. Think about how your arms feel. Think about how your fingers feel. Think about how your chest feels. Think about how your stomach feels. Think about how your legs feel. Think about how your toes feel. Keep your eyes closed and relax. Now open your eyes."

3. Explain to students that this was an exercise to help them realize when they are tense and when they are relaxed. Ask for a definition of TENSE. Ask for a definition of RELAXED.

4. Ask the group, "At what part of the exercise did you feel tense?" (Answer: frowning, inhaling, holding in stomach, making fists, stretching legs, curling toes).

5. Ask the group, "At what part of the exercise did you feel calm or relaxed?" (Answer: not frowning, not inhaling in a forced way, not holding in the stomach, not making fists, not stretching legs, not curling toes).

6. Ask the group if anyone has ever felt tense like this before. If so, when. What caused them to feel tense? What part of the body was most effected when they were tense, i.e., did they frown or make a fist, or did the stomach feel like it was tied up in knots?

7. Ask the group, "What are some situations that can make us feel tense?" After a few examples have been given (you may wish to write the examples on the board), ask the group, what can we do to help situations that make us tense.

8. Ask: "If the teacher calls on you and you do not know the answer, does that make you tense? What can you do in that situation? What can you do to prevent that situation from happening again? Can you always prevent that situation from happening? If you are late to class or work, does that make you tense? What can you do in that situation? What can you do to prevent that situation from happening again? Can you always prevent the situation from happening?"
9. Ask, "Are there some situations in life that can make us tense that we can avoid?" (Example: fighting, not being prepared for school, being rude to others).

10. Ask, "Are there some situations we can not avoid? (Example: accidents, rudeness in others). What can we do about being tense in those situations?"

11. Ask the group, "Is it normal to feel tense? Is something wrong with us if we feel tense?" (Lead the discussion to the fact that we all feel tense or under stress at some time, that stress is "normal", but how we deal with stress, either positively or negatively, can make a difference. If we feel we are under stress much of the time, we may need to ask for help or find some ways to either deal with the stress or remove ourselves from the situation).

Area II- Category H- Competency 48

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I CAN UNDERSTAND OTHERS.
TIME: 50 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: WORKSHEET, "CONFLICT IS MORE THAN MEETS THE EYE"

"CONFLICT IS MORE THAN MEETS THE EYE"

INTRODUCTION: This lesson is especially appropriate for the new class in the high school (9th or 10th). The purpose is to help students see how each one of them individually contributes to a positive peer culture, one that discourages fighting, name calling and rumors.

PROCEDURE:

1. The leader and one other person begin class by arguing with each other. Example: "I'll write the objectives on the board.", "No! We have to have a little discussion first and decide on the objectives together.", "You think we always have to do it your way. I get sick of this 'discovery' stuff.", "Well, you never want to try a new way.", "Hey! You want to do this alone.", "I'd do a better job myself." etc. Or stage any disagreement that suits you.
2. Stop and process with these questions: What just happened? (argument, fight, conflict) What feelings and thoughts went through your heads? (curiosity, disbelief, attraction, wanting to get closer to see better, thoughts of telling your friend about it at lunch, fear, disgust, sadness, disappointment in us, nervousness) Why is it interesting? What usually happens here at school when something like this happen in the hall? (crowd forms, sides are drawn, noise level grows, someone tries to break it up, a teacher arrives, parties are sent to the office) An alternative to roleplaying but less effective would be to describe and ask the class to visualize the scene of a fight breaking out.
3. Explain the objectives for the class. Write them on the board or display them with an overhead projector:

a) Boyfriend/girlfriend
b) Rumors
c) Teasing
d) Accidentally bumping into another person
e) Revenge, or continuing an argument for self or a friend.
f) Hatred for the group to which the other person belongs
g) Attitude (bad moods)
h) Stealing
i) Someone breaking a promise
j) Jealousy

Discuss that many times these situations escalate even to the point of blows, much out of proportion to the original dispute. Come as near to consensus as possible on the top five. Then ask each student to write on their worksheet their own opinion of the top five.

9. Ask, "What is the dumbest of these reasons for fighting?" Then go through a number of them, having the students explain why their choice is dumb. Rely on the idea of ultimate consequences to sway the balance on issues some of the students think are good reasons to fight.
10. Ask, "Which situation could we solved by fighting?" Lead the class to see that none, really in the long run. Either fighting is irrelevant to the issue and won't change the intended feeling (i.e. boyfriend/girlfriend), the situation is made worse in the short run, or the person's reputation will suffer in the long run and he will be locked into positions he will regret.
11. Ask, "If you see a conflict brewing (and others do too) what happens among the crowd that encourages fighting?" List these on the board and ask the students to write these onto their worksheet.

a) People crowd around and watch
b) The onlookers get louder and yell encouragement to fight
c) The onlookers spread the story and add to it to make it more exciting. ("We're all guilty of this one.")

12. In order to start to change things around, each of us must be responsible for ourselves and do what we can to avoid adding to the level of conflict. The first two steps to take are:

CONFLICT IS MORE THAN MEETS THE EYE

1. A conflict is:

2. Three indications of a conflict are:

3. Five sources of conflict for high school students are:

4. Three ways that uninvolved parties contribute to enlarging conflicts are:

5. Before you do anything else, the first two steps to take when you see a conflict starting are:
   A.____________________

   B.____________________

6. Five ways to help decrease the level of a conflict are:

(Use the back of the page if necessary.)

Area II- Category H- Competency 49

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING SELF AND OTHERS

COMPETENCY: I CAN GET ALONG WITH MY FAMILY.
TIME: 40 MINUTES
GROUP SIZE: SMALL GROUP (10-12 STUDENTS) GRADE LEVEL: 11-12
MATERIALS: A COPY OF "LISTENING EXERCISE STEMS" FOR EACH DYAD.

"LISTENING EXERCISE"

INTRODUCTION: People who understand and get along with others are most often good listeners. Therefore, it is important that students learn to be effective listeners. This exercise gives students specific practice in being a good listener. During the session the counselor should circulate from dyad to dyad observing the interaction. It is important that each participant have several opportunities to be speaker and listener.

PROCEDURE:

1. Explain the purpose of the exercise.
2. Divide group into dyads (sitting facing each other).
3. Pass out "stems" - Ask the speaker to talk to the partner for approximately 3 minutes using the sentence stems as a stimulus. The other partner (the listener) should actively listen to everything the speaker says. When the speaker is finished, the listener should repeat to the speaker what the listener heard the speaker say. The speaker may challenge, correct, or accept the listener's perception.
4. Ask the partners to reverse roles. Allow adequate time to permit each member to experience the listener role at least twice.
5. Process the experience. Discuss the following questions:
   -As a listener, did you have trouble repeating what your partner said?
   -Did you, as the listener, want to interrupt the speaker?

-How would you evaluate your listening skills?
-What did you learn about yourself?
-Discuss how communication problems (not listening, jumping to conclusions and making assumptions) often lead to interpersonal difficulties.
-Discuss how being a good listener can help make and keep friends.

6. Conclude by asking each participant to identify privately a person with whom they have a relationship which could be improved by using some of the skills they learned in this exercise.

OBSERVATION NOTES

While observing the interaction of dyads, the counselor can identify students who have particular strengths and weaknesses in listening to others. An additional practice session could be established using these students as leaders or learners.

LISTENING EXERCISE STEMS

I get angry when........	When I get angry........
I am happiest when........	When I am happiest........
I hold back my feelings when........	When I hold back my feelings........
I'm afraid when........	When I'm afraid........
I feel sorry for myself........	When I feel sorry for myself........
I get anxious when........	When I get anxious........
My feelings........	
I avoid........	
Confrontation........	
Trusting others........	
I care........	
My ideas........	
I wish........	

Area II- Category H- Competency 49

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING SELF AND OTHERS

COMPETENCY:	I CAN GET ALONG WITH MY FAMILY		
TIME:	1 CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	9- 10
MATERIALS:	"FAMILY UNIQUENESS" WORKSHEET		

"FAMILY UNIQUENESS"

INTRODUCTION: This activity will stress the importance of families, the uniqueness of each family, each person's need for a family and the influence our families have on us.

PROCEDURE:

1. Initiate the discussion by asking, "What is a family?" Elicit from the students the meaning of a family, such as sharing, dependency needs, constitution, extended or blended families. Write important points on the board.
2. Distribute the worksheet "Family Uniqueness." Allow the students approximately 10 minutes to complete the worksheet. At the end of the time, break the class into groups of three or four. Each student takes one minute to share responses with the group. Caution the groups about "put downs" or negative comments.
3. Bring the class together again. Describe and list on board different roles that exist in a family along with the responsibilities and how these all interrelate.
4. Demonstrate on the board with circles how a family can interact positively when a family shares responsibilities or how a family becomes unbalanced when one member dominates or vies for all the attention. Note that positive attitudes and negative attitudes result. On the other side of the worksheet, students write the roles and responsibilities of the various members of their immediate families. Students need to focus on what their function is with the whole family as well as with each person in the family.

5. Ask, "Can family members change how the family functions?" What would the student need to do to change how a family functions if there were a need? Encourage the students to consider that behaviors, feelings, and environment are part of the function and that the student is an integral part.

OBSERVATION NOTES:

Be aware that some students may find themselves unhappy with what is happening in their family. Many need extra small group or individual counseling to bring about understanding or a desired change. Be aware of the student who is already troubled about the family. It is not necessary that all students contribute very personal feelings to the group.

FAMILY UNIQUENESS

1. My family consists of . . . .

2. Families are important because . . . .

3. The best thing about my family is . . . .

4. My family is unique because . . . .

5. Positive things about each member of my family are . . . .

6. If there was one specific thing that I could change about my family it would be . . . .

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING SELF AND OTHERS

COMPETENCY: I KNOW GOOD WAYS OF COMMUNICATING FEELINGS.
TIME: 1 HOUR
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: NONE

"DID I HEAR WHAT YOU SAID"

INTRODUCTION: Students will improve communication by practicing paraphrasing. These tasks will emphasize to the students how important it is to listen to what others are saying.

PROCEDURE:

1. Activity- Ask for five volunteers to come up. Send four of them out in the hall to wait until they are called in one at a time. Read the rumor clinic to the first person and tell them to repeat it to the next person who comes into the room. Do this until the last person repeats what he heard to the class. There can be no asking questions during the activity. The class will act as observers. Remind them that this is difficult and if they make mistakes, it is okay. Ask them what could have helped them repeat this rumor to the next person without as many mistakes? (Asking questions and clarifying what was said.) Rumor Clinic- I need to report an accident. As I was leaving the corner drug store, I saw a sportscar speeding through the intersection of Elm and Third. A truck coming from the north was attempting to turn right, and a van coming from the south was turning left. There seemed to be quite a bit of damage to the car, and people need to get to the hospital.
2. Discussion- Paraphrasing is used to emphasize the need to listen to what another person says. Communication is a two-way street and at times difficult. Much of our communication is really talking at someone rather than with them. Paraphrasing helps us listen.

3. Activity- Ask for several statements from the class and demonstrate paraphrasing. Paraphrase both content and feeling. Do this several times until everyone understands that paraphrasing is simply restating the sentence and the feeling of that sentence. Allow students to say, "Yes, that is what I said" or "No, that is not what I meant." Explain that some helpful ways to begin paraphrasing might be:

   a) I hear you saying...
   b) What I think you said...
   c) It sounds like...

4. Activity- Divide the class into groups of three, two communicators and one monitor. The two communicators must pick a subject. The designated speaker initiates the conversation by making a statement. The listener must respond by first paraphrasing the speaker's statement to the satisfaction of the speaker. The observer determines if the listener paraphrased accurately. Then the listener makes a statement. Then the speaker must paraphrase first, and then make a statement. Continue on in the above manner for 15 minutes. Observer monitors the process. Then switch roles.
5. Discuss- This task emphasizes that we usually do not listen to what other people are saying. If we do, it is a difficult task. How do you feel doing this? Did you think you listened well? Did you want to respond right away without paraphrasing? Did you think you were listened to? Would this be an easy way to communicate all the time? What did you learn?
6. Keep a journal where you record the following:

   a) a statement made
   b) your paraphrase
   c) the reaction of the person

   Discuss these journals in a follow-up. Help the students understand that this simple technique really encourages communication.

OBSERVATION NOTES

This activity could be done at each grade level.

Area II- Category H- Competency 50

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING AND GETTING ALONG WITH OTHERS

COMPETENCY: I KNOW GOOD WAYS OF COMMUNICATING FEELINGS.
TIME: 2-50 MINUTE SESSIONS
GROUP SIZE: 15-30 DIVIDED INTO 2 GROUPS, 2 FACILITATORS(1 FOR EACH GROUP) GRADE LEVEL: 9-12
MATERIALS: NAME TAGS, PENCILS, PAPER, CHALKBOARD, HANDOUTS: "CONFLICT STOPPERS," "QUESTIONS FOR DISCUSSION," "A NEGATIVE APPROACH TO DEALING WITH CONFLICT," "A POSITIVE APPROACH TO DEALING WITH CONFLICT," AND "EVALUATION FORM"

"CONFLICT RESOLUTION SEMINAR"

INTRODUCTION: In this activity the students will learn a non-violent method of resolving conflicts. It may be especially appropriate at the beginning of the year with the entry level grade, as this will establish school expectations for behavior.

PROCEDURE:

1. Introduce the lesson with a brief summary of the purpose. An example could be, "We are here to help all of you get off to a good start this year. One important area of concern is how you deal with conflict. Of course conflicts happen. It is how you deal with them that is important."

    a) The facilitators role play a negative approach to conflicts. Choose a common situation such as one person not showing up at an agreed upon time or one person hearing reports of rumors spread by the other person.
    b) Once the simulated argument is over ask the students if they are familiar with that type of an argument. (Most will say yes). Then tell them that they will learn a non-violent and positive method of resolving conflicts in this seminar.
    c) Set the guidelines for the time frame. Tell the students when they will receive their break. Divide the class into two groups and arrange each group in a circle.
    d) State the expectations of the group.

    i. Students are not expected to love one another at the end of the seminar (which is okay); but they should respect each other's point of view.
    ii. Only one person speaks at a time.
    iii. Students must take ownership of their opinion by using "I" statements when they speak. For example when you say. . ."I Feel". . .or "I wish you would," you are taking ownership.

2. Explain the "Name Game Round Robin." Each student states his/her name and states an adjective that begins with the first letter of the student's name that would describe the student in a positive way. After the first person each subsequent student, clockwise, must state the name and adjective of each person prior to him/her. The person to the right of the first student must introduce everyone in the group. Then begin the round robin by you as the facilitator starting with your own name and adjective. This game helps the individuals in the group to get to know each other and to assume a positive mind set of self and others.
3. Introduce the negative approach to dealing with conflict resolution.

    a) Distribute all of the handouts. First explain and discuss with examples the "Conflict Stoppers" handout. Be sure the students understand it well.
    b) Role play with one of the students in the group another negative approach to conflict resolution.
    c) Discuss the role play using the "Questions for Discussion" handout.

        i. Ask for volunteers to write on the board.
        ii. Solicit responses to the discussion question to be summarized on the board.

4. Introduce the positive approach to dealing with conflict resolution.

    a) Refer to the "Positive Approach. . ." handout and clarify these ideas.
    b) Role play a positive approach to dealing with conflict. Again choose a student to participate with you in the role play.
    c) Again ask a volunteer to record responses on the board.
    d) Solicit responses to the discussion questions to be summarized on the board.

Session II

1. Summarize the ideas from session I. Explain that in order to have the thoughts of each person in the group, you now want each of them to write something.

    a) Encourage each student to write an example of a personal confict.
    b) Collect the assignments.

2. Explain role playing: that you will describe a situation and the participants will pretend to be the characters you describe and will say what those characters would say.

    a) Tell the students that they will be involved in role playing and that each student will have a role to play during the session.
    b) State the rules for role-playing.

        i. No cuss words.
        ii. No racist comments.
        iii. No physical contact.

3. Begin with the negative approach to dealing with conflicts.

    a) Explain that the situations to be delt with are problems that many have experienced at an earlier time in their lives. The students may find them silly but the facilitators wanted them to deal with easy problems.
    b) Solicit volunteers to begin.
    c) Choose topics for the role playing. Possible choices are:

        i. Who gets to ride the bicycle
        ii. Which TV programs to watch
        iii. Whether or not to go skating
        iv. Who gets to ride in the front seat
        v. Who gets to tell the story first
        vi. Who gets to read first

    vii. Who washes the dishes this time
    viii. Whose turn is it to take out the trash

d) While the role play takes place the facilitators and audience should encourage the participants to illustrate the "negative approach."
e) Discuss the important steps/points illustrated in the role play.

4. Proceed to the positive approach to dealing with conflicts.

    a) Review the handout "A Positive Approach to Dealing With Conflicts." Discuss the points and give examples for each step

    b) Solicit volunteers for the role play of a positive approach. Choose a suggested topic and coach the participants as they role play.

    c) Discuss the important points illustrated in the role play.

5. Deal with the real conflicts that the students wrote earlier.

    a) Read a student written conflict.
    b) Discuss the conflict.
    c) Let the students decide which conflict situation they would like to role play from a positive approach.
    d) Coach the students as they role play.
    e) Discuss the important points of the situation.
    f) If the students don't suggest a confict which took place at school, then the facilitator should bring up the topic.

        i. What is the proper method of dealing with conflicts at school?
        ii. Who are the adults you turn to at school for assistance?

6. Summarize the lesson. Remind the students that they are not expected to always remember every step in the argument process, but that the steps are to be used as a reference.

Whenever they find themselves engaged in an argument, they should refer back to the knowledge learned in the conflict resolution workshop.

7. Distribute the evaluation forms and ask the students to indicate their opinions.

OBSERVATION NOTES

It may be necessary to help individual students apply this procedure to a personal conflict at a follow-up session (individual or small group).

CONFLICT STOPPERS

1. Detect:

   Learn to spot conflict. What are the clues that a problem is brewing? tone of voice, body language, use of certain words, secretiveness

2. Detach:

   a) Flash the mental stop sign, relax.
   b) Change a negative thought to a positive message to self.

3. Defuse:

   a) Use empathy and give "I" messages in an attempt to gain the cooperation of the other person in a problem solving process.
   b) Say "NO"
      -Have a better idea
      -Make a joke

   c) Make an excuse
   d) Return the challenge
   e) Ignore
   f) Change the subject
   g) Give a new idea

4. Depart:

   a) Leave the scene
   b) Go to a trusted adult

QUESTIONS FOR DISCUSSION

1. Detect. What did you hear in this argument that you've heard before?

2. How do you feel about what happened?

3. Were you able to detect what the issues of the argument were?

4. Did the participants defuse the issue?

5. How do you feel about the way the argument ended. Did they depart?

6. Did the participants stick to the subject? If not, what did they say that wasn't related to the subject of the argument?

7. Did either of the two "detach" themselves, admit that they were wrong in any way?

8. Who did each claim was to blame?

9. In their attempt to resolve the conflict, did the participants try to negotiate? What did they say that you would consider "negotiation?"

10. How do you think this argument affected the friendship between the participants?

A NEGATIVE APPROACH TO DEALING WITH CONFLICT

I. Do not take responsibility for your actions:
   - A. Deny your mistakes.
   - B. Accuse and blame the other person.

II. Call the other person names.

III. Do not stick to the subject.
   - A. Talk about other times and other subjects.
   - B. Say "you always. . ."; "you never. . ."

IV. Refuse to negotiate or compromise.

A POSITIVE APPROACH TO DEALING WITH CONFLICT

I. Detect: Come to an agreement about what is the problem.

  A. Make a clear statement of the problem.
  B. State how each feels about the situation.
  C Make sure each understands how the other feels.

II. Detach: Take responsibility for your own actions.

  A. Admit your mistakes but don't see yourself as a bad person or a failure.
  B. Don't accuse and blame the other person.
  C Tell yourself to look for a positive approach to the problem.

III. Defuse

  A. Make statements about what you want and what you would like.
  B. Stick to the subject.
  C Be willing to negotiate and compromise. Make suggestions about what each of you can do to resolve the problem.

IV. Depart: If all else fails, leave.

EVALUATION FORM

1. Was this lesson on Conflict Resolution interesting to you?

   Yes_____ No_____

2. Did you gain some knowledge or skills that will help you in future situations?

   Yes_____ No_____

3. Do you have any comment or suggestion about this lesson? If so, tell us.

   ____

   ____

   ____

4. Would you like an appointment to see a counselor individually?

   Yes_____ No_____

   If "yes", complete the following:

   Name______________________________
   Best time for appointment: Period___________________
   Teacher___________________
   Room______

Area II- Category H- Competency 51

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING SELF AND OTHERS

COMPETENCY: I CAN DEVELOP CLOSE AND LASTING FRIENDSHIPS.
TIME: 55 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 11-12
MATERIALS: "A COMPARISON OF NON-ASSERTIVE, ASSERTIVE, AND AGGRESSIVE BEHAVIOR AND THE CONSEQUENCES OF EACH"
YOUR PERFECT RIGHT: A GUIDE TO ASSERTIVE BEHAVIOR-ALBERTI AND EMMONS EXCERPT

"ASSERTIVE AND AGGRESSIVE BEHAVIOR"

INTRODUCTION: Let's discuss some behaviors we see but may not know the name of, for example: assertive and aggressive behavior.

PROCEDURE:

1. Discuss the terms assertive and aggressive. Assertive- to state or behave strongly, to express and assert ones rights, needs, and desires. Aggressive- to express own rights at expense of others.
2. After discussing the terms assertive and aggressive, distribute the handouts on assertive and aggressive behavior. After allowing students to read the handouts for about 5-10 minutes, encourage students to practice both kinds of statements through the use of role playing.
3. Role playing- assertive behavior. For example:
"I appreciate the way you are including me in the family pians, but I already have plans to go to the school dance." Role playing- aggressive behavior. For example:
"I don't want to go on the family picnic! I'm going to that dance on Saturday night."

OBSERVATION NOTES

Note students who are expressing their feelings and beliefs honestly and directly. Note students who may be overly active, or students who really may be shy. At a later time you many want to talk to these students showing this behavior.

A COMPARISON OF NON-ASSERTIVE, ASSERTIVE, AND AGGRESSIVE BEHAVIOR AND THE CONSEQUENCES OF EACH

1. **Characteristics of Non-Assertive Behavior** - Ignores, does not express own rights, needs, desires. Permits others to infringe on rights. Emotionally dishonest, indirect, inhibited. Self denying. Allows others to choose.

   Your feelings when you engage in this behavior - Hurt, anxious, disappointed in self at the time and possibly later.

   Outcome - Does not achieve desired goals.

   Pay Off - Avoids unpleasant and risky situations, avoids conflict, tension, confrontation. Doesn't get needs met. Accumulates anger. Feels non-valued.

   The other person's feelings about herself when you engage in this behavior - Guilty, superior, or angry.

   The other person's feelings about you when you engage in this behavior - Irritated, pity, disgusted.

2. **Characteristics of Assertive Behavior** - Expresses and asserts own rights, needs, desires. Stands up for legitimate rights in a way that rights of others are not violated. Emotionally honest, direct, expressive. Self-enhancing.

   Your feelings when you engage in this behavior - Confident, self-respecting, feels good about self at the time and later.

   Outcome - May achieve desired goals.

   Pay Off - Feels good; valued by self and others. Feels better about self; improves self-confidence; needs are met; relationships are freer--more honest.

   The other person's feelings about herself when you engage in this behavior - Valued, respected.

The other person's feelings about you when you engage in this behavior - Generally respectful.

3. **Characteristics of Aggressive Behavior** - Expresses own rights at expense of others. Inappropriate outburst or hostile overt action. Intent to humiliate, to "get even," to put the other down. Emotionally honest, direct, expressive at other's expense. Self-enhancing. Chooses for others.

Your feelings when you engage in this behavior - Angry, then righteous, superior, depreciatory at the time, possibly guilt later on.

Outcome - Achieves desired goals by hurting others.

Pay Off - Saving up anger, resentment, justifies a blow-up, an emotional outburst, "to get even, get back at."

The other person's feelings about herself when you engage in this behavior - Hurt, humiliated, defensive.

The other person's feelings about you when you engage in this behavior - Angry, vengeful.

Verbal Components of Assertive Behavior -
1. Expressing feelings and beliefs honestly and directly.
2. Standing up for one's legitimate rights.
3. Expressing respect and empathy for others.
4. Use of "I" statements.
5. Taking the initiative in interpersonal encounters.
6. Offering alternatives

Nonverbal Components of Assertive Behavior -
1. Firm and clear voice
2. Good eye contact
3. Appropriate facial expression
4. Relaxed and natural posture
5. An air of confidence
6. Appropriate distance from the other person

Examples of Assertive Statements -

1. "I dislike it when you interrupt me halfway through a sentence and would appreciate your not doing that anymore."
2. "I appreciate your thinking of me but I already have plans for tonight. Would you like to get together next weekend?"
3. "Your cigarette smoke is bothering me and I'd like you to put it out."

Being assertive does not mean acting assertively all the time. At times, the assertive individual may choose to be a clown, a scholar, or a playful child. A person who has truly assertive skills is able to choose.

Verbal Components of Aggressive Behavior -

1. Use "you" rather than "I" statements.
2. Use blame and sarcasm.
3. Does not take responsibility for their own behavior.
4. Does not make self-disclosing statements.
5. Attacks worth of others.
6. Demands their own way.

Nonverbal Components of Aggressive Behavior -

1. Glaring or condescending eye contact.
2. Voice tone may be sarcastic, hostile, or unusually loud.
3. Facial muscles may be tight.
4. Attacking or threatening body posture, i.e., hands on hips, leaning forward, finger pointing.

Examples of Aggressive Behavior:

1. "You're really stupid."
2. "I really like your dress and I know you'll look good in it when you lose ten pounds."
3. "That's what I call nerve....You...."

In an attempt to get what is wanted, the aggressive person frequently alienates others and may end up feeling confused, frustrated and angry.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING SELF AND OTHERS

COMPETENCY: I CAN DEVELOP CLOSE AND LASTING FRIENDSHIPS.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: NONE

"COMMUNICATION/LISTENING SKILLS"

INTRODUCTION: Listening is a skill that can be analyzed and learned. This skill will help students in every facet of their daily life that involves communicating with others.

PROCEDURE:

1. Briefly discuss the goals of this activity.
2. Divide the class into groups of three.
3. Participants in each triad identify themselves as A, B, or C.
4. Ask the group to brainstorm discussion topics: capital punishment, divorce, women's liberation, foreign policy, prison reform or ecology.
5. Read the following instructions:

   a) Participant A is the first speaker and chooses his topic, B is the first listener and C is the first referee.
   b) Round 1 is begun. The facilitator stops the process after seven minutes and responds to procedural questions.
   c) Participant B then becomes the speaker, participant C the listener, and participant A the referee. The new speaker chooses his topic and begins. Round 2 should also take seven minutes.
   d) Then C becomes the speaker, A the listener, and B the referee. After seven minutes, the discussion in Round 3 ends.

OBSERVATION NOTES

Students unable to perform in these groups may need individual assistance by the counselor.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING SELF AND OTHERS

COMPETENCY: I CAN ACCEPT OTHERS AS WELL AS BE ACCEPTED BY THEM.
TIME: 30 MINUTES
GROUP SIZE: CLASS, SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: A COPY OF "MANAGING HASSLES" FOR EACH STUDENT

"MANAGING HASSLES"

INTRODUCTION: People who understand and get along with others are most often those who find alternative ways to deal with conflicts and examine the consequences of them. This exercise will allow students to explore alternatives for solving everyday hassles.

PROCEDURE:

1. Hand out "Managing Hassles" worksheet.
2. Read through together all of the first page and the top section of the second page.
3. Ask students to jot down individual answers to the four questions in the middle of page two.
4. Ask for volunteers to share responses to the question in step three. If no one volunteers, call on students around the room, prefacing this by saying that anyone has a right to respond with "Pass."
5. Read together the section "Alternatives for Solving Hassles." Ask students for their opinions about each of these or to share any times when they've used one of these.
6. You might ask students to jot down an answer to these questions, "What did you learn from this activity about yourself?" "Are there any of the six alternatives that you would like to try to employ more often?" "Would you like to join a small group that would meet regularly to discuss dealing with conflicts and hassles?"

OBSERVATION NOTES

With older students, you may want them to read the sections to themselves, although these are short and can easily be read together. In order to begin the discussion sections, the leader might give personal responses.

MANAGING HASSLES

Everyone gets into hassles--whether it's with a parent, teacher, friend, or a stranger. Hassles can be over anything, big or small. Hassles can have positive outcomes; everyone can go away feeling better. Think of a time a hassle turned out well--a problem was solved, or a situation managed, or there was just a "clearing of the air." Sometimes solving a conflict helps us get a new start with others. Conflicts can also result in negative feelings that leave us feeling bad about ourselves and others. Has either happened to you?

THREE KINDS OF CONFLICTS AND HASSLES

There are three major types of conflicts with these results:

1. Both people feel hurt - Both people fight. (physical or verbal) - The problem continues. No respect for self or others as a result. There will probably be another fight.
2. One person feels hurt, the other gets his or her way. One person fights. (physical or verbal) Other person quits or runs. Problem may be settled. Both people disrespect each other and self. Loser may seek revenge or take it out on someone or something.
3. No one is hurt. No one fights or argues. Each says his position. Each person listens. Alternatives are used to settle it. Conflict gets settled. No "loser" or "winner". Mutual respect for each other and self.

THESE MAKE CONFLICTS OR HASSLES WORSE:

(1) Violence (Physical or Verbal) destroys any basis for compromise and ruins friendships. It hardly ever deals with the real problem--just causes more. People don't often forget physical or verbal abuse.

(2) Running Away prevents a person from really solving a problem. It just pops up again later. People who run away from problems lose the respect of others and themselves. It can become a habit--a person eventually has to stand up for something sometime. People who give in are usually taken advantage of by "friends" and others alike.

(3) Telling only makes the problem worse. Makes others lose respect. It usually means you want others to solve hassles and make decisions for you.

Share a time you used violence, ran away, or told on someone.

(1) What was the situation?
(2) What happened?
(3) How would you handle it if you could do it over?
(4) How did you feel about your decision?

ALTERNATIVES FOR SOLVING HASSLES

(1) "I" Messages - State the problem in terms of how it makes you feel - not the other person. ("I am really angry with you always talking behind my back" not "You're so stupid when you talk behind my back.")

(2) Listen Closely - Let the other person know you are willing to listen to their side. ("Oh - I'm listening" or "go ahead - I'll listen" or "Did I hear you right? You said....")

(3) Getting Help - Using others to help solve a problem. Not telling on someone or expecting others to solve the problem for you usually involves someone who has either knowledge or ability that the people in the conflict lack.

(4) Dropping It - Leaving alone a situation you can't handle. Not running away, in that you don't let the other person get their way. Good for "cooling off" periods, or avoiding certain problems in "no-win" situations.

(5) Make a Deal - Cooperating with other person. Being willing to give in to certain things if the other person is also willing to give in a bit usually can be done by making a suggestion.

(6) Apologizing - Not really admitting you are wrong (you may be right) but letting the other person know you are sorry the hassle happened. ("We don't seem able to solve this, but I am sorry you feel badly about it. I do too...") Of course, if you really do believe you are wrong, an apology can gain you lots of respect from others.

Area II- Category H- Competency 52

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING SELF AND OTHERS

COMPETENCY:	I CAN ACCEPT OTHERS AS WELL AS BE ACCEPTED BY THEM.		
TIME:	45 MINUTES		
GROUP SIZE:	CLASS	GRADE LEVEL:	9-10
MATERIALS:	PENCIL AND PAPER		

"PUT - DOWNS"

INTRODUCTION: People who understand and get along with others are sensitive to others' feelings. Therefore it is important for students to learn the effects of negative communication on both the giver and the receiver. This activity also gives the counselor the opportunity to remind students of how they mature in their ability to make good decisions. Children start out making the decision to behave appropriately based on fear of consequences ("I'll get grounded, etc.") They move up through stages to a level of basing their decisions for appropriate behavior on the ability to put themselves in another's place. During the session, the counselor should circulate from group to group observing the interaction. Each student should have an opportunity to participate. Remind students: NO put downs!

PROCEDURE:

1. Discuss with the class as a whole:

   a) What is a put-down? How do you feel when you get put-down?
   b) What are some ways that we put people down? (verbal, non-verbal)

2. Divide the class into small groups. Each group brainstorms these topics and lists them:

   a) Why do people give put-downs? (makes us feel important, we feel put-down, they think they are just teasing)

b) How do you feel after you have put someone down? (guilty, ashamed, important)
c) What things do we get put-down for? (these are often the same things that make us unique- tall, freckles, glasses)
d) How can you handle put-downs in a positive way? (walk away, give yourself a put-up, you don't have to believe it, tell them how it makes you feel)

3. Share the lists with the whole class while still in small groups.
4. Ask each student to write a short paragraph about a time that they felt put-down. Ask them to include how it made them feel and what they did.
5. In the small groups, students share their paragraphs. Students should be allowed to "pass" if they wish. Each group chooses one of their situations to role-play. Ask the class to brainstorm other ways that the put-downs could have been handled. The group may want to do the role-play again with a new ending.
6. Suggest to students that they may want to keep track of any put-downs given or received for the next few days. Did the activity help make them more sensitive?

OBSERVATION NOTES

While observing the interaction of the groups be aware if students are sharing personal feelings and experiences rather than parroting the expected responses. Identify students who may stand out by dominating discussion or not participating in any way.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: UNDERSTANDING SELF AND OTHERS

COMPETENCY:	I CAN TALK TO SOMEONE WHEN I NEED HELP.		
TIME:	CLASS PERIOD		
GROUP SIZE:	CLASS	GRADE LEVEL:	9
MATERIALS:	"BEST BET" SITUATION CARDS		

"BEST BET"

INTRODUCTION: Often, students entering the senior high school will have little knowledge of services provided by various school personnel. Many are reluctant to ask, wishing to appear confident and knowing among their peers and upper classmen. Generally, information is obtained as situations arise by asking other classmates or older sisters and brothers. This activity may be helpful in providing information for students before situations arise and may serve to reduce some of the anxiety associated with this new experience.

PROCEDURE:

1. Introduce this activity by stating that it may be helpful for the students to share ideas about appropriate resources for some problems students frequently encounter at school. (Note - The information on the following sheets will need to be transferred onto index cards.)
2. Distribute one of the "Best Bet" situation cards to each student.
3. Write the word "Resources" on the chalkboard.
4. Ask students to volunteer to read their situation card aloud.
5. After the situation card is read, invite the group to suggest who or what school agency might be the "Best Bet" for help with this problem.
6. Each time a new person is mentioned, such as the principal, the counselor, the football coach or the registrar, place the new resource on the board.
7. After a majority of the cards are read, suggest that some may wish to make up a situation that may be encountered. Invite suggested resources for these situations as well.

8. To close the activity, congratulate the group on its resourcefulness and suggest some situations, not mentioned, in which the counselor may be of assistance.

OBSERVATION NOTES

Involvement in such an activity as this will not only provide valuable information for students but will also provide the counselor with a valuable opportunity to survey the new class. The counselor may be able to identify misplaced students, students in need of referrals for specific handicapping problems, students possessing specific talents and abilities or potential leaders. This type of activity also provides personal interaction with the counselor and may provide a more interesting way of orienting students to services than providing a list or booklet of school personnel. The list or booklet would be a helpful reference after this activity is completed.

"BEST BET" SITUATION CARDS

Someone is picking on you.

You'd like to try out for football.

You don't know whether an activity bus will be available after swim practice.

Your girlfriend won't talk to you anymore, and you don't know what is wrong.

You got two progress reports this semester.

One of the grades on your report card must be wrong.

You need special permission to take an advanced English class.

Your best friend is thinking of running away from home.

Your locker partner keeps borrowing your language arts book, and then you get in trouble in class.

You'd like to get a scholarship when you graduate, but you don't know how to go about getting one.

You're having trouble understanding your math teacher, and you're sure you can't talk to him personally.

You'd like to join an after-school activity to meet some new friends but you don't know what activities are open.

Your family is thinking seriously of moving and you're upset about it.

You need a reference in order to get a job.

You don't know whether a course you took last year will count for graduation.

The SAT and ACT tests have been announced. You don't know whether you should take them.

You don't want to go to college, but don't know how else to prepare for a job.

Your parents want you to go to college, but you don't want any more schooling.

It seems like everybody is down on you these days, and you're feeling pretty bad about it.

A couple of your friends are making fun of the same student every day on the bus.

You're trying hard and doing much better in school these days, but nobody seems to notice it.

You lost your ID card.

Someone is pressuring you to help him cheat in science class.

You don't feel well and you want to be excused from gym class today.

One of your classes seems really boring and much too easy for you.

You're thinking you'd like to get a part time job, but you're not sure whether it's a good idea.

A teacher expects you to do a research paper, and you have no idea how to find things in the library.

Area II- Category K- Competency 67, 70

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY 1: I KNOW THE PHYSICAL AND MENTAL EFFECTS OF DRUGS AND ALCOHOL.
COMPETENCY 2: I KNOW WHERE TO FIND HELP FOR DRUG AND ALCOHOL PROBLEMS.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: FILM, MAGAZINE, NEWSPAPERS, POSTER PAPER AND MARKERS

"ALCOHOL AND YOU"

INTRODUCTION: Students will be able to define the difference between use and abuse of alcohol. It is important that students realize the danger of alcohol use and the tragic consequences of its abuse.

PROCEDURE:

1. Introduce and show a film that discusses alcohol use.
2. Discuss the film.
3. Ask students to find magazine advertisements that depict the socially acceptable attitude of using alcohol. Discuss alternatives to using alcohol for entertainment purposes.
4. Use newpapers and magazines to find articles about crimes or accidents that were alcohol related.
5. Students may design posters which depict the danger of alcohol abuse.
6. Share posters with the classroom and place them on display.
7. Ask, "In whom would you confide if you had a drug problem?"
8. Brainstorm sources of help with such a problem based on the resources in your community. (Examples would be counselors or drug programs in the school, etc.)

OBSERVATION NOTES

Be aware of students who tend to brag about their drinking or who tell stories that may indicate excessive alcohol use or possible abuse. Try to determine if there are students who would benefit from additional counseling.

AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW THE PENALTIES OF DRUG AND ALCOHOL USE.
TIME: 2 ONE-HOUR SESSIONS
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: PAPER AND PENCILS

"SUBSTANCE ABUSE"

INTRODUCTION: A growing alternative to using drugs is not to use drugs or discontinue drug use. This activity will assist students to evaluate their reasons for presently using drugs or for their future use of drugs. The effects of drug usage as it relates to career choices and life styles will also be discussed.

PROCEDURE:

1. Start with the statement, "To use or not to use, that is the question."
2. Ask students to list reasons why high school students use drugs.
3. Ask students to list reasons why some adults may use drugs.
4. Ask students to list their career choices and the type of person they would like to be (lifestyle).
5. Students may compare previous lists for drug usage, career choices and life styles.
6. Encourage students to check for similarities and differences in their lists.
7. Discuss similarities and differences.
8. Have students list reasons for not using drugs. Include the legal penalties involved for substance abusing audlts and students.
9. At the end of the unit, the leader should instruct students to write papers on how drug use could affect their chosen career and life style.

OBSERVATION NOTES

Leader may see the necessity for a few students to work independently or in small groups to accomplish unit goal.

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AREA: KNOWLEDGE OF SELF AND OTHERS

CATEGORY: KNOWING HOW DRUGS AND ALCOHOL EFFECT ME AND MY FRIENDS

COMPETENCY: I KNOW HOW TO HELP A FRIEND WHO HAS A PROBLEM WITH DRUGS OR ALCOHOL.
TIME: 45-60 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: NONE

"THE PARTY"

INTRODUCTION: Students need to be encouraged to identify levels of alcohol use in themselves and others, and also the peer pressures used to drink in social, party settings. It is important that students realize that the danger of alcohol lies in the relative ease in obtaining it and its social acceptability. Students need to see the positive consequences of non-use or use in moderation (as an adult), and the negative consequences of misuse, abuse, and dependence. Students should be asked to define the difference between use and abuse of alcohol and to express ways to avoid peer pressure to misuse alcohol. Terms- non-use= avoidance of alcohol; use= use of alcohol in moderation; abuse= mis-use of alcohol to the degree that risk or harm to the individual and others is involved; dependence= habitual mis-use of alcohol due to mental or physical needs.

PROCEDURE:

1. Discuss the problem of alcohol use as the number one used and abused drug among teens; elicit reasons for this from the class. Emphasize that our society seems to view alcohol in a different, more socially acceptable light than other drugs such as cocaine and marijuana.
2. Discuss the levels of alcohol use, and put them on the board. Ask for examples of each from the students.
3. Discuss the concept of peer pressure. Put the term on the board, and ask for definitions and examples. Point out that peer pressure has no age limits. All humans who deal in groups have peer pressures. Give examples of peer pressure in the young and old also, such as vandalizing or buying a certain car.

BEST COPY AVAILABLE

4. Discuss how easily students are exposed to alcohol by asking their personal introduction to it. Be sure to bring out the PARTY setting. Ask what a party is, what makes a party fun? Talk about the possible reasons that alcohol is popular at parties (enhances social mixing, acts as a "social stimulant"). Elicit students' experiences at parties. Discuss how others view non-users at parties, also abusers, dependents.
5. Discuss how some people mis-use alcohol at parties, sometimes through their own desire, sometimes at the pressure of others. Discuss how the levels of alcohol use/abuse are evident at parties, and the possible effects/consequences of use-abuse.
6. Ask students to discuss ways they can "put a limit" on their own use desire to acohol and avoid pressuring others to drink. Suggest the benefits of "limits" (no fear of legal involvement, going home sober vs. intoxicated, problems avoided by not being intoxicated, illness, hang-over, embarrassment of actions later). Elicit ways students can avoid alcohol use and still be accepted by friends and peers.

OBSERVATION NOTES

Be aware of students who "brag" about their drinking and seem to want positive attention for their stories of drinking. These students might benefit from individual counseling to help determine if an alcohol mis-use or abuse situation exists. Students who have difficulty expressing ways to avoid peer pressure also may benefit from individual or group experiences.

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW WHAT EMPLOYERS EXPECT OF APPLICANTS AND EMPLOYEES.
TIME: CLASS PERIOD
GROUP SIZE: CLASS OR SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: "KEEPING A JOB/RIGHTS AND RESPONSIBILITIES" HANDOUT
"YOUR PERSONALITY PERFORMANCE" WORKSHEET

"JOB RIGHTS AND RESPONSIBILITIES"

INTRODUCTION: Students do not always identify their responsibility to themselves, their families, or to an employer. The students often think of their rights as an individual. The intent of this lesson is to show the correlation of their rights and responsibilities. Emphasis is placed on the important fact that rights are earned after responsibilities have been met.

PROCEDURE:

1. Read orally the introductory materials of "Keeping a Job/Rights and Responsibilities." Ask for and answer questions students might have about the introduction.
2. Provide time for students to read the section "What is expected of You on the Job?" Lead students in a discussion of this section. Suggested questions are:

    a) Do any of the expectations seem unreasonable? If so, which ones? Why?
    b) Why are being on time and reporting to work regularly so important?
    c) If an absence is unavoidable, what should one do?
    d) What are the most important factors in keeping a job?

3. Require students to read the "What Can You Expect from the Employer?" section. Points to stress: a) fair compensation for work done; b) fringe benefits: c) grievance procedures.
4. Assist students in reading the section on "Labor Unions" and "Equal Employment Opportunity." Make certain the students understand the following terms:

a) Union: A group of workers in a common area joined together to look after their best interests.
b) Contract: an agreement as to hours, pay, working conditions between the employer or management and a union.
c) Collective Bargaining: the process of arriving at a contract; the union representatives and management representatives talk and negotiate an agreement. Many regulations for collective bargaining are stipulated by law.
d) Union Shop: a workplace where all members of a given group belong to a union.

5. Introduce "Your Personality Performance" Worksheet by discussing with the students how these items apply to their behavior now and how they will apply to their behavior on the job.
6. Encourage the students to assess themselves honestly on each item, and the leaders should allow time for each item and its implications to be discussed.

OBSERVATION NOTES

The leader should stress to the students that while doing "Your Personality Performance" Worksheet that if they identify items on the inventory that are weaknesses for any of them that it is the responsibility of each student to work on improving those qualities.

KEEPING A JOB/RIGHTS AND RESPONSIBILITIES

Your first job may be the beginning of a long period of employment-perhaps 30 or 40 years. The impression that you make on the employer is an important and lasting one. Your work record is like your school record. It is a reflection of what you have done, and it will follow you for a lifetime. In many cases, the company to which you apply for your next job will check with your last employer before making a decision about you.

Getting a job and keeping it are two important steps in the career process, so it is important to know what is expected of you on the job and what you can expect from your employer. In most cases, employers provide their employees with an employer's manual which outlines what the employer's expectations of employees are, and what the employee can expect from the employer.

Poor personality traits, poor attendance and poor behavioral traits are often reasons for a person being fired. Sometimes keeping a job is more difficult than getting a job.

In today's session we will discuss some of the things an employer can expect from the employee, an employee can expect from the employer, and some resources that the worker can use if she/he feels she/he has a grievance.

WHAT IS EXPECTED OF YOU ON THE JOB?

Employers expect a cooperative, competent, considerate, responsible and willing worker. You are expected to report for work at a certain time and to put in a full day's work. The importance of being on time and reporting to work regularly cannot be over emphasized. Far too often, employers are hesitant about hiring young people because many have not shown responsibility towards their job. The employer's business depends on employees reporting to work when expected and remaining until the end of the workshift. Occasionally, absence from the job is unavoidable; however, it is important for you to know and follow company's procedures for reporting an absence. This usually means informing your employer, as soon as possible, of your intended absence, giving the reason for the absence, and giving the expected date of return.

In addition to reporting to work regularly and on time, you are expected to get along with your boss (supervisor) and your co-workers. Occasionally, you may be asked to do some extra work or something outside your regular job. Unless the requests are unreasonable, do them. As a new worker you want to create a favorable impression with your employer, be cooperative and willing to work.

You don't have to like everyone with whom you work, but you are expected to be respectful. You can show this respect by following instructions, being cheerful, friendly, polite and courteous to all people with whom you work. In return, you can expect the same from your employer, supervisor and co-workers.

WHAT CAN YOU EXPECT FROM THE EMPLOYER?

The employee can expect fair compensation for work done; clean and safe working conditions, and fair treatment. Also, you can expect certain fringe benefits such as hospitalization, life insurance, leave policy, social security and retirement benefits, vacations/holidays, etc.

Every employer has a procedure for employees who think that they have been mistreated, in some way, by the employer. There are procedures that take place within the company's organization, and there are places outside the company which will assist a worker who feels that he has been treated unfairly. Two of the outside resources are the labor unions and the Equal Employment Opportunity Commission.

LABOR UNIONS

In the United States today, many workers belong to labor unions. A labor union is an organization of workers whose common aims are to obtain higher wages, shorter hours, fringe benefits, and better working condition.

Unions are legal and recognized by the government as a positive force in the work world. You may be asked to join a union after you are hired for a job. You should ask or investigate before applying for a job whether or not a union exists for your occupation. If the company you work for is a union shop, you will be asked to join the union, usually 30 days from the date of your employment with the company. You will usually pay an initiation fee and union dues at that time. Union dues are usually deducted from your pay check thereafter for as long as you work for the company and the union is in effect there.

The union can represent the workers in any dispute the worker may have with the employer. The union has people to represent the employees when collective bargaining takes place to come up with a contract or agreement with the company. The union may also handle health and welfare aspects of the contract for the employee.

Some employers find the union helpful to them because the union can lend stability and continuity to a work place. For example, the union, in its contract with the employer, can set up a uniform pay scale for the jobs the employer offers. That way everyone doing a job at a particular level knows what the pay is. The employer does not have to negotiate a pay scale for every person she/he hires. This type of standardized application of rules and regulations to everyone can make the employer's operation easier.

On the other hand, some employers do not like unions in their work place. Some companies do not want unions. They handle any problems or employees themselves without going to any union. According to law no one can be forced to join a union, but if you work in a union shop, you must pay uniform and periodic dues to the union because the union is representing all the workers in a given unit.

EQUAL EMPLOYMENT OPPORTUNITY

The job seeker is entitled to a fair chance for any job for which she/he is qualified. Everyone is to be treated fairly and equally when she/he is considered for a job. When a company or employer maintains policies, practices, or procedures that are not the result of business necessity, that causes a person or group of persons to be at a disadvantage in employment, or favors an individual or group in employment, the company or employer may be practicing discrimination.

Discrimination on the basis of race, color, sex, religion or national origin is against the law.

YOUR PERSONALITY PERFORMANCE

Answer Yes or No ....

1. Is your voice easy to listen to?
2. Are you a good listener?
3. Are you open-minded; able to see other ideas?
4. Are you tactful in your dealing with others?
5. Can you make people feel at ease?
6. Can you sit quietly and at ease for at least ten minutes?
7. Have you a sense of humor?
8. Are you enthusiastic about the things you do?
9. Do you try to break habits that are annoying to others - biting nails, playing with beads, gesturing with your hands, and always adjusting your clothes or hair?
10. Do you work easily with other people?
11. Can you tell a story or give a talk clearly and smoothly?
12. Do you have self-control; refuse to quarrel, control your temper?
13. Do you refrain from arguing too much with people who disagree with you?
14. Are you comfortable alone?
15. Do you avoid using you youth as an alibi for a careless look?
16. Do you try to always look cheerful?

17. Are you sincerely interested in other people?

18. Are you dependable?

19. Do you keep the same friends a long time?

20. Do you respect other people's interests and hobbies?

Yes answers deserve 10 points each.
180-200=Excellent (too good to be true)
160-180=Good (nice work)
140-160=Fair (passed in a pinch)
120-140=Poor (better get busy)

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOB

COMPETENCY: I CAN COMPLETE APPLICATION FORMS PROPERLY.
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 11-12
MATERIALS: AN EMPLOYMENT APPLICATION

"COMPLETING A JOB APPLICATION FORM"

INTRODUCTION: The counselor reads aloud to the group: When you apply for a job at a large corporation or organization, most of the time you will be asked to fill out an application form before you have an interview with one of the people in the Personnel Department. Filling out the application form properly is important for two main reasons: 1) it provides the employer with pertinent information about you, and 2) the way you complete the form can give the employer a good or bad first impression of you.

PROCEDURE:

1. Students may need practice in filling out applications. This activity provides some experience for students.
2. Pass out sample applications and ask students to fill them out using the guidelines below:

    a) Before writing, read entire form first, determining what type of information goes on each line.
    b) Fill out the form in ink and not in pencil.
    c) Complete the form neatly.
    d) Complete all items. If an item doesn't apply mark it "N/A."
    e) Make sure all information is accurate and truthful.
    f) Put down your legal name, not your nickname.
    g) Give your complete address.

h) "Place of birth" means what city and state you were born in, not the name of the hospital.

i) A question on "job preference" should be answered with a specific job and not a general category or a "yes" or "no."

j) Try to have in mind all the schools you attended and dates of attendance. Write this data down so you won't forget some of it.

k) Be prepared to list several good references: the pastor of your church, a former employer, a teacher, a friend who has a good work record, and others. Prepare a written list with names, titles, addresses, and phone numbers. This will save time and indicate that you are an organized person.

3. Review areas that gave difficulty and terms and words that may be unclear such as "dependents".

OBSERVATION NOTES

Check individual student responses carefully for neatness and spelling. Students having difficulty should be helped by additional practice and may benefit from a review of dictionary use and good spelling practices.

HS-305

EMPLOYMENT APPLICATION

SOCIAL SECURITY NO. ____________________

NAME ______ FIRST NAME ______ MIDDLE INITIAL ______ LAST NAME ______ STREET ADDRESS ______________

APT. NO. OR BOX ______ CITY ______ STATE ______ ZIP ______ AREA CODE ______ TEL. NO. ______

ARE YOU 18 OR OLDER? ☐ YES ☐ NO, IF NOT, AGE ______ EVER WORKED FOR McDONALD'S BEFORE? IF YES, DATES AND LOCATION ______________

AVAILABILITY:

TOTAL HOURS AVAILABLE PER WEEK ______

HOURS AVAILABLE		M	T	W	T	F	S	S
	FROM							
	TO							

ARE YOU LEGALLY ABLE TO BE EMPLOYED IN THE U.S.? ☐ YES ☐ NO HOW DID YOU HEAR OF JOB? ______ HOW FAR DO YOU LIVE FROM STORE? ______ DO YOU HAVE TRANSPORTATION TO WORK? ______

SCHOOL MOST RECENTLY ATTENDED:

NAME ______ LOCATION ______ PHONE ______

TEACHER OR COUNSELOR ______ DEPT. ______ LAST GRADE COMPLETED ______ GRADE POINT AVERAGE ______

GRADUATED? ☐ YES ☐ NO NOW ENROLLED? ☐ YES ☐ NO SPORTS OR ACTIVITIES ______

TWO MOST RECENT JOBS: (IF NOT APPLICABLE, LIST U.S. MILITARY, WORK PERFORMED ON A VOLUNTARY BASIS OR PERSONAL REFERENCES)

COMPANY ______ LOCATION ______

PHONE ______ JOB ______

SUPERVISOR ______ DATES WORKED: FROM ______ TO ______

SALARY ______ REASON FOR LEAVING ______ MGMT REFERENCE CHECK DONE BY ______

COMPANY ______ LOCATION ______

PHONE ______ JOB ______

SUPERVISOR ______ DATES WORKED: FROM ______ TO ______

SALARY ______ REASON FOR LEAVING ______ MGMT REFERENCE CHECK DONE BY ______

PHYSICAL: ANY HEALTH PROBLEMS OR PHYSICAL DISABILITIES WHICH COULD AFFECT YOUR EMPLOYMENT? ☐ YES ☐ NO

DO YOU NOW HAVE OR HAVE YOU HAD, WITHIN THE LAST SIX MONTHS, ANY CONTAGIOUS OR COMMUNICABLE DISEASES, OR GASTRO—INTESTINAL INFECTIONS, OR HAVE YOU EVER HAD HEPATITIS OR SALMONELLA? ☐ YES ☐ NO

EXPLAIN ANY YES ANSWERS IN DETAIL: ______

*DURING THE PAST 10 YEARS, HAVE YOU EVER BEEN CONVICTED OF A CRIME, EXCLUDING MISDEMEANORS AND TRAFFIC VIOLATIONS? ☐ YES ☐ NO IF YES, DESCRIBE IN FULL ______

* A conviction will not necessarily bar you from employment.

1. I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with McDonald's policy. 2. I authorize the references listed above to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise, and release all parties from all liability for ny damage that may result from furnishing same to you. 3. I acknowledge that, if I become employed, I will be free to terminate my employment at any time for any reason and McDonald's retains the same rights. No McDonald's representative has the authority to make any contrary agreement.

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DATE ______ SIGNATURE ______

McDonald's is an equal opportunity employer. The Civil Rights Act of 1964 and State and Local laws prohibit discrimination on the basis of race, color, religion, sex or national origin. In addition, State and Local laws prohibit discrimination on the basis of disability and the Age Discrimination in Employment Act of 1978 and some State and Local laws prohibit discrimination on the basis of age with respect to individuals who are at least 40 years of age. It is our policy to comply fully with these Acts and information requested on this application will not be used for any purpose prohibited by law.

If you are handicapped, a disabled veteran or veteran of the Vietnam era, McDonald's invites you to voluntarily and confidentially identify yourself for equal opportunity purposes. Failure to respond will not subject you to adverse treatment, and information provided will be used only in accordance with the law and for equal opportunity purposes. ☐ Handicapped ☐ Disabled Veteran ☐ Vietnam Era Veteran

YOUR APPLICATION WILL BE CONSIDERED ACTIVE FOR 30 DAYS-FOR CONSIDERATION AFTER THAT YOU MUST REAPPLY

McOpCo

DB PRODUCT NC 1850125 REV 11/87

McDonald's is an equal opportunity and affirmative action employer. In order to assist us in our efforts, we request that you complete the following information. Response to this request is entirely voluntary. This form shall be kept strictly confidential and will not be retained with your application or personnel files should you be hired. Information provided will be used only in accordance with McDonald's affirmative action program.

SEX
☐ Male
☐ Female

RACE/NATIONAL ORIGIN
☐ American Indian (1)
☐ Hispanic (2)
☐ Asian American (3)
☐ White (4)
☐ Black (5)

APPLICANTS — PLEASE DETACH THIS TEAR OFF SECTION AND TAKE WITH YOU.

APPLICANTS - PLEASE DETACH THIS TEAR OFF SECTION AND TAKE WITH YOU.

If hired, Federal Law requires that you furnish documentation showing your identity and that you are legally authorized to work in the United States.

SEE BACK OF THIS TAB FOR SPECIFIC DOCUMENTS NEEDED.

McDonald's

- **FLEXIBLE HOURS**
- **ADVANCEMENT OPPORTUNITIES**
- **COMPETITIVE WAGES**
- **WAGE REVIEWS**
- **PERFORMANCE REVIEW**
- **PAID TRAINING**
- **FRIENDLY WORK ENVIRONMENT**
- **UNIFORMS**
- **LIBERAL MEAL BENEFITS**
- **EMPLOYEE ACTIVITIES**
- **SERVICE AWARDS**

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U.S. law requires that, if hired, you must furnish your social security card* and one of the following documents within 72 hours of starting work:

- A card issued by Federal, State or local government showing your identity
- Driver's license, or state issued I.D. card with photo
- School I.D. card with photo
- Current INS Forms with employment authorization stamp
- U.S. passport
- Voter's registration card
- U.S. military card or other draft card

*If you do not have a social security card, you may present an original or copy of a U.S. birth certificate, or Department or State Forms FS-545 or DS-1350 or INS Forms I-327, I-571, I-197, I-179.

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ For Privacy Act and Paperwork Reduction Act Notice, see reverse.

OMB No. 1545-0010
1989

1 Type or print your first name and middle initial — Last name — **2** Your social security number

Home address (number and street or rural route)

City or town, state, and ZIP code

3 Marital Status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate.
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

4 Total number of allowances you are claiming (from line G above or from the Worksheets on back if they apply) **4**

5 Additional amount, if any, you want deducted from each pay . . . . **5** $

6 I claim exemption from withholding and I certify that I meet **ALL** of the following conditions for exemption:

- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability; **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability; **AND**
- This year if my income exceeds $500 and includes nonwage income, another person cannot claim me as a dependent.

If you meet all of the above conditions, enter the year effective and "EXEMPT" here . . . . . . ▶ **6** 19

7 Are you a full-time student? (**Note:** *Full-time students are not automatically exempt.*) . . . . **7** ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▶ — **Date ▶** , 198

8 Employer's name and address (**Employer:** Complete 8 and 10 **only if sending to IRS**) — **9** Office code (optional) — **10** Employer identification number

Area III- Category E- Competency 30

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I CAN COMPLETE APPLICATION FORMS PROPERLY.
TIME: TWO(2) CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: APPLICATIONS FROM MO. DIVISION OF EMPLOYMENT SERVICE; WORKER PERMIT FORMS; HANDOUT ON "GETTING A JOB"

"APPLYING FOR A JOB"

INTRODUCTION: Providing complete and accurate information on a job application is an important first step in successful job search. There are terms that are commonly found on applications that may be unfamiliar to students. This lesson provides students with an opportunity to identify unfamiliar terms and to clarify the meaning of questions commonly asked before job search activity begins. Preparation for successful completion of job applications may assist students in having more confidence in beginning job search activity.

PROCEDURE:

1. Explain to students that applications for a wide range of jobs will have many common features. Knowledge of some of these features will assist students in being prepared and in knowing what to expect. Being prepared and knowing what to expect may assist in reducing some of the anxiety associated with job search.
2. Distribute job applications and stress the importance of complete and accurate information.
3. Read and discuss the following questions defining and clarifying underlined terms:

    a) What is your present address? What is your permanent address?
    b) What is your immigration/visa status?
    c) Have you ever been convicted of a felony?
    d) What is your race/ethnic group?

   e) Have you ever received workman's compensation?
   f) Are you bondable? or Have you ever been denied a bond?
   g) Do you belong to a professional or trade union?
   h) Do you have any special aptitudes?
   i) Do you have any physical disabilities?
   j) What prompted your application?
   k) Can you work a second shift? Third shift?

4. Ask students to identify any other terms or questions on the application that need further clarification. Clarify as needed.
5. Distribute worker's permit forms. Explain the reason for the form and where it may be obtained. (Worker's permit forms are required by law of persons under the age of 16 and may be obtained through the Department of Labor.)
6. Distribute copies of the classified advertising section of a local newspaper.
7. Ask students to identify a job for which they may wish to submit an application.
8. Allow students time during the second class period to complete the application and worker's permit forms.
9. Allow time for questions and answers.
10. Review completed applications and offer feedback to students.
11. Distribute copies of information or booklets on "Getting a Job."

OBSERVATION NOTES

During the lesson, the counselor may identify students having "special needs" on a job, those experiencing problems in reading or writing, or those who may have unrealistic expectations of themselves in selecting a job. Invite these students for individual follow-up counseling.

GETTING A JOB

GETTING A JOB is a process that can be time-consuming, yet rewarding! Here are some helpful steps to make it easier and more effective.

THE BASIC STEPS in getting a job are:

1 SELF-EVALUATION

- --- deciding what you want to do
- --- assessing what you can offer an employer

2 RESEARCH

- --- finding out what occupational opportunities exist
- --- determining what occupations you qualify for or what training you would need to qualify

3 PREPARATION

- --- putting together a resume'
- --- composing a cover letter

4 THE JOB SEARCH

- --- finding available jobs
- --- contacting prospective employers
- --- going to interviews
- --- making final decisions about specific jobs

KNOWING HOW TO OBTAIN A JOB IS A SKILL THAT WILL BE USEFUL FOR A LIFETIME!

STATE OF MISSOURI

APPLICATION FOR MERIT SYSTEM EXAMINATION

Return to

DIVISION OF PERSONNEL

OF THE OFFICE OF ADMINISTRATION
P.O. Box 388, Jefferson City, Missouri 65102
AN EQUAL OPPORTUNITY EMPLOYER

INSTRUCTIONS: PRINT IN BLACK INK OR TYPEWRITE. The information you enter below will be used to pass on your qualifications and in evaluating your education and experience. Give complete and concise answers. You can be credited only with the education and experience shown on this application. You must be able to substantiate all statements made.

1. TITLE OF POSITION(S) APPLIED FOR List positions (not more than five) in the order in which you wish to be examined.	DO NOT WRITE IN THIS SPACE ELIGIBLE	DO NOT WRITE IN THIS SPACE INELIGIBLE
a.		
b.		
c.		
d.		
e.		

IDENTIFICATION

2. NAME **E**

(LAST) (FIRST) (MIDDLE) (MAIDEN)

3. SOCIAL SECURITY NUMBER ☐☐☐ ☐☐ ☐☐☐☐

4. PRESENT MAILING ADDRESS

(STREET AND NUMBER OR R.F.D.)

(CITY) (STATE) (ZIP CODE)

(COUNTY OF LEGAL RESIDENCE — LIST ST. LOUIS CITY SEPARATELY)

5. TELEPHONE NUMBER

6. SEX (MARK "X") MALE ☐ FEMALE ☐

7. DATE OF BIRTH

(MONTH) (DAY) (YEAR)

8. Are you employed by an agency under the Missouri merit system? If answer is "yes", give name of agency (or institution).

9. From what source did you learn of this examination? E.S.

PERSONAL DATA

ANSWER THE FOLLOWING QUESTIONS BY PLACING AN "X" UNDER "YES" OR "NO"	YES	NO
10. Have you been convicted of any violation of the law since your 16th birthday? (Do not include traffic violations.) If answer is "yes" list all such cases under REMARKS in each case give: (1) The date, court and location; (2) The nature of the offense or violation; (3) The penalty imposed, if any, or other disposition of the case. **Conviction of a violation of the law is not an automatic bar to employment. Each case is considered on its individual merits. However, falsification of the application will result in disqualification.**		
11. Have you ever been discharged or forced to resign for misconduct or unsatisfactory service from any job? If answer is "yes" give the name of employer, date and reason in each case under REMARKS.		
12. Have you any physical handicap, disease or other disability which should be considered in scheduling you for examination or assigning you to work? If answer is "yes" give details under REMARKS.		
13. Have you any objection to the Personnel Division making inquiry of your present employer regarding your work record?		

14. **Time of Availability.** Check one box.

☐ Immediately (within two weeks) upon being offered an appointment.

☐ On or after (give date): ____________

15. **Type of Positions for Which Available.** Check one or more of the following boxes to show type of position you are willing to accept:

☐ Full-time Position ☐ Part-time Position

☐ Temporary Position

NOTE: Temporary positions may not exceed 6 months employment in a 12 month period.

16. **Location(s) for Which Available.** Fill in the **county** or **counties** in which you are willing to accept appointment. St. Louis City should be indicated separately from St. Louis County. Do **not** list availability by general area except you may indicate statewide.

____

____

____

17. Indicate in which of the following cities you wish to take the examination. Mark your FIRST choice with a number "1", in the box following the name of the city, and your SECOND choice with a number "2". Be sure to indicate both a FIRST and SECOND choice. (Examinations may not be scheduled every month in all centers.)

Columbia	(07)		Jefferson City	(13)		Nevada	(23)		St. Louis	(01)	
Chillicothe	(18)		Joplin	(09)		Poplar Bluff	(04)		Sedalia	(12)	
Farmington	(02)		Kansas City	(10)		Rolla	(05)		Sikeston	(03)	
Hannibal	(15)		Kirksville	(22)		St. Joseph	(19)		Springfield	(08)	

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APPLICANT CHARACTERISTIC SURVEY FORM
(Supplement to Application For Merit System Examination)

TO ALL MERIT EXAMINATION APPLICANTS:

The following requested information in no way affects you as an individual applicant or your application for examination. This information will be used for federal reporting and research purposes only to find out how effective our recruitment efforts are in reaching all segments of the population and in providing equal employment opportunity.

INSTRUCTIONS: Please circle the correct number in each question below. Place your numbered answer to each question in the space indicated by the arrow. RETURN THIS FORM TO THE PERSONNEL DIVISION, P.O. BOX 388, JEFFERSON CITY, MISSOURI 65102, WITH THE APPLICATION FOR MERIT SYSTEM EXAMINATION.

A. What sex are you?
   1. Male
   2. Female

B. What is your age? (Indicate the age group in which you fall.)
   1. 16-24 years
   2. 25-29 years
   3. 30-39 years
   4. 40-49 years
   5. 50-59 years
   6. 60-64 years
   7. 65-69 years
   8. 70 or more years

C. What is the highest level of education you have attained?
   1. 0-8 years
   2. 9-12 years but not a high school graduate
   3. High school graduate (or passed GED test)
   4. Post high school vocational or business school training
   5. College, less than B.A. or B.S. degree
   6. B.A., or B.S., or comparable bachelor's degree
   7. M.A., or M.S., or comparable master's degree
   8. PHD, JD, LLB or comparable professional degree
   9. MD, or comparable professional degree in medicine

D. Of the following, of which racial/ethnic group do you consider yourself a member?
   1. American Indian
   2. Black
   3. Oriental
   4. Spanish or Mexican American
   5. White
   6. Other ____________________

E. If you have a physical handicap which does not prevent employment, but which should be considered in job placement, indicate the area of impairment. (If not handicapped, circle no. 1)
   1. No handicap
   2. Yes-Sight
   3. Yes-Hearing
   4. Yes-Amputee
   5. Yes-Epilepsy
   6. Yes-Diabetes
   7. Yes-Partial Paralysis
   8. Yes-Cardiac
   9. Yes-Other ____________________

F. How did you learn about this merit system examination?
   1. Merit Examination Announcement
   2. Missouri State Division of Employment Security
   3. Other state agency
   4. Friend
   5. State employee
   6. Radio
   7. Television
   8. Newspaper or periodical
   9. School
   0. Other ____________________

☐☐☐ ☐☐ ☐☐☐☐

Social Security Number

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18. Have you ever applied for examinations given by the Personnel Division? ______________ (Yes or No) If so, fill out the following

Titles of Examinations	Year	Passed	Titles of Examinations	Year	Passed
		(Yes or No)			(Yes or No)

19. EMPLOYMENT RECORD

IMPORTANT: Read before filling out this item. Describe the position you have held so as to give a clear picture of the duties you have performed. Sta position or classification has been held with a given organization, list each position or classification as a separate period of employment. Attach extra sheet if in detail in appropriate spaces below, your duties while in the service. Give your service classification and inclusive **dates** of reassignment of duties or

A. Dates of Employment (Begin with most recent)	B. EMPLOYER'S NAME AND ADDRESS AND IMMEDIATE SUPERVISOR	C. POSITION HELD	D. REASON FOR LEAVING
Date Employed .... (Mo. & Yr.) Date Separated .... (Mo. & Yr.) No. months full time .... No. months part time	Employer .... Street Address .... City and State .... Kind of Business .... Title of Supervisor	Position .... Department	
Date Employed .... (Mo. & Yr.) Date Separated .... (Mo. & Yr.) No. months full time .... No. months part time	Employer .... Street Address .... City and State .... Kind of Business .... Title of Supervisor	Position .... Department	
Date Employed .... (Mo. & Yr.) Date Separated .... (Mo. & Yr.) No. months full time .... No. months part time	Employer .... Street Address .... City and State .... Kind of Business .... Title of Supervisor	Position .... Department	
Date Employed .... (Mo. & Yr.) Date Separated .... (Mo. & Yr.) No. months full time .... No. months part time	Employer .... Street Address .... City and State .... Kind of Business .... Title of Supervisor	Position .... Department	
Date Employed .... (Mo. & Yr.) Date Separated .... (Mo. & Yr.) No. months full time .... No. months part time	Employer .... Street and Address .... City and State .... Kind of Business .... Title of Supervisor	Position .... Department	
Date Employed .... (Mo. & Yr.) Date Separated .... (Mo. & Yr.) No. months full time .... No. months part time	Employer .... Street Address .... City and State .... Kind of Business .... Title of Supervisor	Position .... Department	
Date Employed .... (Mo. & Yr.) Date Separated .... (Mo. & Yr.) No. months full time .... No. months part time	Employer .... Street Address .... City and State .... Kind of Business .... Title of Supervisor	Position .... Department	
Date Employed .... (Mo. & Yr.) Date Separated .... (Mo. & Yr.) No. months full time .... No. months part time	Employer .... Street Address .... City and State .... Kind of Business .... Title of Supervisor	Position .... Department	

21. VETERANS' PREFERENCE (Applies only

IMPORTANT—Please Read: Under Chapter 36, R.S.Mo. any person who is a citizen of Missouri and who has been discharged under honorable conditions from the armed forces of the United States who served on active duty before July 1, 1955, between August, 1964 and January 1, 1975, or who participated in any campaign or expedition for which a campaign badge or service medal has been authorized is entitled to 5 points veterans' preference on any competitive merit examination which he or she passes. A disabled veteran who has served on active duty in the armed forces at any time who receives compensation as a result of a service connected disability claim allowed by the federal agency responsible for the administration of veterans' affairs, or who receives disability retirement or disability pension benefits from a federal agency as a result of such a disability is entitled to 10 points preference. The unmarried surviving spouse of a disabled veteran or any person who was killed while on active duty in the armed forces of the United States is entitled to 5 points preference. The spouse of a disabled veteran whose disability renders him unqualified for any state employment is entitled to 5 points preference.

1. Are you entitled to veteran's preference as described above? Yes ( ); No ( ).
2. Are you now a citizen of Missouri? Yes ( ); No ( ) (Spouses claiming preference should answer this question on the basis of the veteran's citizenship status.)
3. If the answer to the above questions is YES indicate the type of preference for which you are applying in the spaces provided at the right. Submit the required proof of eligibility for the preference claimed.

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20 **VOLUNTEER EXPERIENCE** — Describe your volunteer experience to include dates of employment, months full and part time, number of hours per week, employer address, position held and specific duties. Attach extra sheet if necessary.

____

____

____

(Including Military Experience)

rt with your present employment (or if unemployed your most recent employment) and list your employment record in reverse order. If more than one necessary Be sure to indicate where this record of your experience may be verified. Be sure to include all employment. ATTENTION VETERANS: Outline classification.

E. DESCRIBE YOUR DUTIES IN DETAIL (If Supervisory Work is claimed, give No. of employees and areas supervised) (For Part-Time Work show hours per day, days per week, etc.)	F. Annual Salary or Net Earnings
	Entrance $ Last $
	Entrance $ Last $
	Entrance $ Last $
	Entrance $ Last $
	Entrance $ Last $
	Entrance $ Last $
	Entrance $ Last $
	Entrance $ Last $

to open competitive (not promotional examinations.)

TYPE OF PREFERENCE CLAIMED	✓	SUBMIT THE PROOFS REQUIRED FOR PREFERENCE CLAIMED	DO NOT WRITE IN THIS SPACE				
			Req'd	Sub'd	Ret'd	V.P.	
onorably discharged veteran		Photostatic or certified copy of Form DD214, discharge, etc (must include dates of active duty)					
onorably discharged disabled vet rawing compensation for a service onnected disability		Photostatic or certified copy of discharge, etc., and a statement (must be dated within the last six months) from the Veterans' Administration or other federal agency that you are now drawing disability compensation as a result of a service connected disability					
urviving spouse (not remarried) of eteran		Copy of spouse's discharge, etc., and death certificate or other proof of spouse's death while on active duty					
spouse of disabled veteran		Copy of spouse's discharge, etc.,and a statement from the Veterans' Administration giving the CURRENT percentage and general nature of disability.					

22. EDUCATIONAL RECORD

Give your complete educational history below. It may be graded and become a part of your final score. Be sure to indicate where this record of your education may be verified. (The "Remarks" space below may be used as supplementary Education Record to explain special courses, etc.)

Circle last grade completed: Grammar School 1. 2. 3. 4. 5. 6. 7. 8. Did you graduate? Yes ☐ No ☐ Year ....

High School 1. 2. 3. 4. Did you graduate? Yes ☐ No ☐ Year .... G.E.D.? Yes ☐ No ☐ Year ....

Name of High School .... Dates of attendance, from .... to ....

Location of High School .... Indicate number of years of Specialized Courses:

Typing ________, Data Entry (Keypunching) ________, Shorthand ________, Bookkeeping ________, Chemistry ________, Biology ________, Physics ________; Fine Arts & Crafts ________; Home Economics ________; Industrial Arts ________, Music ________; Physical Education ________; Organized Athletics ________; Agriculture ________.

SPECIAL EDUCATION (BUSINESS SCHOOL, TRADES SCHOOL, SERVICE SCHOOLS, ETC.)

NAME AND LOCATION	FROM		TO		CHECK (✓)		INDICATE SUBJECTS STUDIED AND TOTAL CLOCK HOURS IN EACH SUBJECT
	Mo.	Yr.	Mo.	Yr.	Full Time	Part Time	
Name							
Location							
Name							
Location							
Name							
Location							

COLLEGE AND UNIVERSITY (UNDERGRADUATE, GRADUATE, PROFESSIONAL)

NAME AND LOCATION	FROM		TO		TOTAL SEM. HOURS	MAJOR SUBJECTS	DEGREE AND DATE RECD
	Mo.	Yr.	Mo.	Yr.			
Name							
Location							
Name							
Location							
Name							
Location							
Name							
Location							

Indicate **SEMESTER HOURS** College Credit in These Areas: Accounting ________; Biological Sciences ________, Statistics ________; Chemistry ________; Psychology ________, Personnel Management ________; Education ________; Sociology ________; Economics ________; Political Science ________; Mathematics ________; Data Processing ________; History ________; Business Administration ________, Criminology ________; Journalism ________; Social Work ________; Recreation ________

ALL APPLICATIONS SHOULD BE ACCOMPANIED BY A COPY OF YOUR TRANSCRIPT(S) OF COLLEGE AND UNIVERSITY CREDIT.

If you are currently certified, registered or licensed to practice your profession or occupation, give name of association or licensing authority and certification, registration or license number ________________________________

23 REMARKS: ....

24 I HEREBY CERTIFY that this application contains no willful misrepresentation or falsifications and that the information given by me is true and complete to the best of my knowledge and belief. I am aware that should investigation at any time disclose any such misrepresentation or falsification as to a material fact, my application will be rejected, my name will be removed from the register, and I will be dismissed from the service.

Date ....

Signature—*Ink*

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APPLICATIONS NOT SIGNED WILL NOT BE ACCEPTED

CAREFULLY REVIEW TO MAKE SURE THAT THE APPLICATION IS COMPLETE AND ACCURATE IN ALL RESPECTS

WORK APPLICATION
Employment Only
(Not for claiming Unemployment Insurance)

FOR OFFICE USE

1. Office ID No.	2. Sta-Dsk	3. Date Mo. Day Yr	4. Control ☐ 1. Match ☐ 2. Partial

5. Social Security Number
6. Last Name - First Name - Middle Initial
7. Mailing Address - Number and Street
8. City
9. State
10. Zip Code
11. Telephone Number Area Code
12. County
12a. Cnty. Code
13. SDA

PERSONAL INFORMATION

14. Birth Date Mo. Yr.

15. Race/Ethnic (Check One)
☐ 1. White ☐ 2. Black ☐ 3. Hispanic
☐ 4. American Indian/Alaskan Native ☐ 5. Asian/Pacific Islander ☐ 6. Other

16. Sex ☐ 1. Male ☐ 2. Female

17. Are you a U.S. Citizen or permanent resident alien? ☐ 1 Yes; If No, do you have a work permit? ☐ 2 Yes Expiration Date ______ ______
If status is unknown or no documentation ☐ 3 Unknown.

18. Education: Enter highest grade of school or college completed ☐ (Years) H.S. Diploma ☐ Yes ☐ No G.E.D. ☐ Yes ☐ No
College: Degree? Kind ______ Major Course(s) of Study ______
Additional Training: (Vocational/Technical/Military): School Name ______
Course: ______

19. Family income for last 6 months before taxes: $ ______ Number in Family ______

20. Do you have a handicap or medical problem? ☐ Yes ☐ No If "Yes," describe ______

21. United States Armed Forces — active duty more than 180 days
Branch ______ Date Entered Mo. Day Yr. Date Separated Mo. Day Yr.
Active duty (other than National Guard or Reserve) more than 180 days or discharged for a service connected disability
Check One:
☐ 0 Not qualified.
☐ 1 Active duty at any time between August 4, 1964 and May 8, 1975.
☐ 2 Active duty other than between August 4, 1964 and May 8, 1975.
☐ 3 Spouse of veteran with service connected disability rated at 100% or who died of a service connected disability or who is MIA or forcibly detained while in line of duty by a foreign government.

OCCUPATIONAL INFORMATION

22. Work History. Describe your most important jobs (including Military). Begin with your present or most recent job.

(a) Company Name City State Job Title
Length of Job (in months) Date Job Ended Mo. Yr.
Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other
Salary Dollars Cents
Pay Unit (Check one) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other
List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

(b) Company Name City State Job Title
Length of Job (in months) Date Job Ended Mo. Yr.
Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other
Salary Dollars Cents
Pay Unit (Check one) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other
List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

(c) Company Name City State Job Title
Length of Job (in months) Date Job Ended Mo. Yr.
Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other
Salary Dollars Cents
Pay Unit (Check one) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other
List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

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ES-511 (9-88)
E. S.

OCCUPATIONAL INFORMATION (Continued)

23. Kind of job wanted First Choice ____________________ Second Choice ____________________

24. What is the lowest salary you will accept? $ ________ (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other

25. Are you seeking permanent work? ☐ Yes ☐ 1 No (Short Duration)

26. Work Week Are you looking for (Check One) ☐ 1 Full Time ☐ 2 Part Time ☐ Either

27. Check the shift you can work ☐ 1 First ☐ 1 Second ☐ 1 Third ☐ 1 Rotating ☐ 1 Split

28. If needed for work, do you have:

(a) Drivers License? Kind ☐ 1 Private ☐ 2 Chauffeur ☐ 3 ICC ☐ 4 Other

(b) Vehicle? ☐ Yes ☐ No

(c) Work Tools? ☐ Yes ☐ No If "Yes," kind ____________________

29. Do you require public transportation to get to work? ☐ 3 Yes ☐ No

30. How many miles one way will you commute to a job? __________ Miles

31. Are you willing to relocate? ☐ Yes ☐ No If "Yes," list area ____________________

32. If you are interested in clerical jobs

(a) Can you type? ☐ Yes ☐ No If "Yes" ______ WPM

(b) Can you take dictation? ☐ Yes ☐ No If "Yes" ______ WPM

33. I UNDERSTAND THAT THIS INFORMATION IS REQUIRED TO BE PROVIDED PURSUANT TO CHAPTER 288 RSMO AND 8 CSR 10-4.010 OF MISSOURI DIVISION OF EMPLOYMENT SECURITY AND THE INTERNAL REVENUE CODE OF 1954 (26 U.S.C. 85, 6011(a), 6050B, and 6109(a)), AND WILL ONLY BE USED BY PUBLIC OFFICIALS IN THE PERFORMANCE OF THEIR PUBLIC DUTIES.

I CERTIFY THAT ALL INFORMATION INCLUDING FAMILY INCOME, AS LISTED, IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

(Signed) ____________________ (Interviewer's Signature) ____________________

OFFICE USE ONLY

34. Occupational Title	35. D.O.T. Code (ADS)	36. Location 1 JB ID Zone Rng. Not ☐ 1	Location 2 Zone Rng. Not ☐ 1	Location 3 Zone Rng. Not ☐ 1

		37. Keywords			Keywords

DOT Code 1	Mo. Exp.	(Matching)	DOT Code 2	Mo. Exp.	(Matching)

38. Other Occupationally Significant Information:

ADDITIONAL APPLICANT CHARACTERISTICS (FOR OFFICE USE)

39. Summer Youth ☐ 1 Yes ☐ 2 No	40. Handicapped ☐ 0 No ☐ 1 Handicapped (Not Disabled Veteran) ☐ 2 Disabled Veteran ☐ 3 Special Disabled Veteran	41. Economically Disadv. ☐ 1 Yes ☐ 2 No	42. Welfare ☐ 0 No Welfare WIN: ☐ 1 Mandatory ☐ 2 Voluntary ☐ 5 Unempl. Parent NON-WIN: ☐ 3 Other	43. Eligible Claimant

44. Worker Re-Entry	45. SFW Migrant ☐ 0 No ☐ 1 Seasonal Farm Worker ☐ 2 Migrant Farm Worker ☐ 3 Migrant Food Processor	46. Food Stamp Work Reg. Received	46a. State Use	47. JTPA Participant

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ES-511-2

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY:	I KNOW WHAT TO DO DURING A JOB INTERVIEW.
TIME:	1 CLASS PERIOD
GROUP SIZE:	CLASS GRADE LEVEL: 11-12
MATERIALS:	COPIES OF HANDOUTS, "PREPARING FOR A JOB INTERVIEW", "SAMPLE INTERVIEW" AND "DOS AND DONTS OF JOB INTERVIEW"

"PREPARING FOR THE JOB INTERVIEW"

INTRODUCTION: It is essential that the students develop an appreciation for the importance of the job interview. They must understand that the way they approach the interview may determine whether or not they are hired. Because of the importance of the interview, two sessions have been allotted to this subject. In this lesson the students learn about the interview process and receive instruction on interviewing skills.

PROCEDURE:

1. Discuss the importance of the job interview with the class. Elicit feedback from the students regarding any experiences they may have had with job interviews. Why are interviews anxiety producing? What do students think can be done to lessen their anxiety?
2. Read and discuss "Preparing for the Job Interview". Stress the steps in preparing to go on an interview.
3. Read the sample interview. Encourage students to discuss the situation and suggest how they could improve on the sample.
4. Read and discuss "Do's and Don'ts". Be sure to review the Do's and Don'ts with the students. Accentuate that the method of follow-up for the interview will normally be indicated by the interviewers. Such as "Call me back in a week". List any additional suggestions the students may have regarding good interview behavior.
5. Explain the student checklist for pre-study. Discuss this as needed to clarify important points.

6. Students' interest may be developed by several techniques, such as assigning one student to read an item from the Do list and another student to read the corresponding item from the Don't list, assigning various students to read small sections or amounts of the reading materials, or have the students role play the Do's and Don'ts. One student could demonstrate the Don't; then one student could demonstrate the Do.

OBSERVATION NOTES

Offer an individual session for any student who may have an interview scheduled soon.

PREPARING FOR THE JOB INTERVIEW

It is essential that you develop an appreciation for the importance of the job interview. You must understand that the way you approach the interview may determine whether or not you are hired for a particular job. A job interview is often used to make the final decision concerning which applicant should be hired for a job.

There are three basic ways to set up an interview.

1. Instant Interviews-When reporting to a company for the purpose of filling out a job application, you should also be prepared for a job interview. Most companies interview you when you turn in your application. These interviews are usually brief but very important because this is the first impression that a company has of you.

2. Telephone Inquiries-You may make your initial inquiry about a job possibility over the phone. Your telephone conversation should flow as naturally and evenly as it would if you were sitting across the table from the other person. Be brief and to the point as you request an appointment to discuss the job and yourself as a candidate for that job. Be yourself. Be sure you have privacy when making the call. Be sure that there is no background noise or music as you call. Be polite. End the conversation with a request for a definite appointment for the interview.

3. Mail Inquiries-You may make your initial inquiry about a job in a letter. When writing a letter of inquiry, address it to a specific person if possible. Write the letter in business form. Your letter should show your attitude toward the potential employer and how you might fit into the company. You are writing to ask the employer to take the action necessary to arrange an interview so that your qualifications can be reviewed. Be sure to include in that letter all of the information necessary for the interviewer to get in contact with you - full return address and telephone number.

There are some steps which should be completed when preparing to go on your interview.

1. Have your portfolio ready and with you. Be sure all information is current.

2. Get some information about the company, its background, its service, its product, its size. Being knowledgeable about the company shows that you have a real interest in the job.

3. Go well groomed. Don't overdress. Don't underdress. Be neat and clean and dressed appropriately for the interview.

4. Go alone. Never take a friend to a job interview. If you can't apply alone, you probably can't work alone either.

5. Go on time. Leave home early enough to allow for traffic, a flat tire, getting lost, and arriving at least ten to fifteen minutes before the time of the interview.

SAMPLE INTERVIEW

John Doe has an appointment with Mr. Jones to interview for a position with Smith Manufacturing. The following takes place during the interview:

(knock, knock)

Mr. Jones: Come in.

John Doe: Aren't you going to ask me to sit down?

Mr. Jones: Of course. Please sit down. Would you mind putting out that cigarette, smoke makes me ill.

John Doe: I'll put it out, but I do mind. You kept me waiting for 20 minutes and I am getting nervous. I'm here to apply for a job. I can do anything and I know that I can do it well. I have always admired the quality of the work produced by Smathers Manufacturing and I know that I would be an asset to the company.

Mr. Jones: I am glad that you feel that you would be an asset to Smathers Manufacturing, but this is Smith Manufacturing. Do you feel the same way about Smith? By the way, what is your name?

John Doe: Oh......sure...uh......., I feel the same way about Smith...uh.....and my name is....uh, John Doe.

Mr. Jones: What type of position would you like to have here at Smith, John? Where have you worked before? I notice that you did not list any previous work experience on your application form.

John Doe: As I said before, I can do anything. I have worked a couple of different places this year, but my bosses were real jerks. I quit one job and my boss had the nerve of firing me on the other just because I got sick and forgot to call in for three days. He just likes to pick on me.

The interview is not over yet, but do you think that John will get a job with Smith Manufacturing?

List at least four things that you would do differently if you were John.

DO'S AND DONT'S OF JOB INTERVIEWING

Almost everyone, no matter how experienced she/he is in job hunting, is slightly nervous during a job interview. A professional interviewer knows this and makes allowances for it. You need not be concerned about natural nervousness. However, there are some factors which should concern you, and these basic rules will help you to keep them in mind.

Do- Knock before entering an office if the door is closed.
Do- Look up, smile, and greet your interviewer as you enter the office.
Do- Wait for your interviewer to indicate a place for you to sit.
Do- Know the interviewer's name.
Do- Sit back and look attentive, but try to be relaxed and comfortable.
Do- Smoke ONLY if your interviewer invites you to do so, and if it will help you to relax.
Do- Have your belongings neatly arranged so they can be set on the floor next to your chair or on you lap.
Do- Look at your interviewer when either of you is speaking.
Do- Be polite and respectful.
Do- Listen carefully to the interviewer's questions and THINK before you answer.
Do- Speak clearly; answer "yes" or "no" and expand on your answer for clear understanding. Ask questions that demonstrate a sincere interest.
Do- Have a specific job or type of job in mind.
Do- Be honest about your application; your interviewer can check on your answers.
Do- Be confident: Show your potential.
Do- Try to be positive about your past work experience-emphasize the good aspects of the job, and what you were able to learn from it.
Do- Try to smile and relax.
Do- Say thank you.

DONT'S

Don't- Walk into an office if the door is closed.
Don't- Walk into the interviewer's office with your head down.
Don't- Take any seat until asked to sit down.
Don't- Say, "Hey, you".
Don't- Slouch or sprawl in your chair or fidget restlessly. Nervousness is natural.
Don't- Smoke unless you are invited to do so.
Don't- Place your belongings on the interviewer's desk or carry loose papers that could fall on the floor.
Don't- Stare at the floor or ceiling when speaking with the interviewer.
Don't- Chew gum.
Don't- Interrupt the interviewer to answer a question or answer before you have had time to think.
Don't- Whisper or mumble or nod in response to a question.
Don't- Say you will take anything.
Don't- Give false information about yourself, your school record, job record, skills, or abilities.
Don't- Look for sympathy, everyone NEEDS the job. Why would the employer need you?
Don't- Give negative opinions of your previous supervisor or company. You never know who your interviewer might know and you make a negative impression if you talk negatively.
Don't- Get carried away with joking. Save your wisecracks and smart answers for your friends.

There are a number of methods for following-up on your job interview. If you have not heard from the interviewer in about a week, get back to them. Some companies use a rule that if the person does not make a follow-up contact, they will not hire them. Follow-up on all of your interviews. Find out if they hired someone else. Remember if the job has been filled to ask about other vacancies which the interviewer may have. Volunteer additional information about yourself. Let them know you are still interested.

Personal contact can be made with the interviewer by returning to the place of the interview and revisiting the interviewer in order to offer additional information about yourself and to obtain an update on the status of the opening.

Telephone inquiries about the status of the job opening are also acceptable. Anytime you are expressing yourself over the phone, make sure that you identify yourself to the person you are speaking to and discuss the information referred to above.

A follow-up letter may also be in order. In this case, it is a letter of acknowledgement. The writer thanks the interviewer for the opportunity to come in and learn about the position being offered. It is a simple, courteous, and direct message used most often when the position is out of town.

The method of follow-up as well as the time of follow-up will normally be stated in the conclusion of the interview. The interviewer might say, "Call me tomorrow," or "We don't have any openings at this time, however, check back with me in September." If you are serious about the job, CHECK BACK.

STUDENT CHECKLIST FOR STUDY PRIOR TO JOB INTERVIEW

_____1. Am I prepared to be five minutes early for my appointment?
_____2. Am I dressed appropriately?
_____3. Do I know the name of my interviewer?
_____4. Do I know something about the company and/or field in which I am interested?
_____5. Do I know something about the position for which I am applying?
_____6. Am I prepared to move, sit and stand in a visually correct and pleasing manner?
_____7. Am I prepared to talk about myself in an objective manner?
_____8. Am I prepared to listen to questions asked and respond appropriately?
_____9. Am I prepared to observe the rules of business etiquette?
  a. no smoking
  b. no primping in waiting room
  c. no gum chewing
  d. polite attitude toward secreatary and/or receptionist
  e. nice, friendly smile
  f. appropriate handshake
_____10. Am I prepared to ask at least one question pertaining to the company and/or position?
_____11. Do I know how to recognize the non-verbal signs that say
  a. an interview is near its close?
  b. that I may be talking to much?
  c. that I may not be answering the questions fully?
_____12. Do I have a closing statement in mind such as:
  a. Thank you. I enjoyed our meeting.
  b. Thank you. I appreciate your giving me so much time.
  c. Thank you for the interview. I hope to hear from you soon.
_____13. Am I prepared to look back over my interview and objectively evaluate my answers, attitudes, personal appearance and behavior.

GROOMING CHECKLIST

Check the items that are true about you today. How would your answers be different if you were going on a job interview today? Why are these things important when you go on a job interview? When you go on a job interview, do whatever you need to do to improve your appearance.

Body:
___Clean underclothing
___Daily bath or shower
___Use of deodorant

Hair:
___Recent haircut
___Hair looks combed and neat
___Hair is clean
___Hair style O.K.

Face:
___Neck, face, and ears clean
___Teeth and mouth clean and teeth brushed
___Men: clean shaven; Women: Make-up and lipstick not overdone

Hands:
___Nails and hands clean
___Nails smooth, not too long or uneven

Clothing:
___Style O.K.-not too dressy or too casual
___Fits well-not too loose or tight
___Neat (Men: trousers creased, shirt pressed) (Women: clothing carefully pressed)
___No buttons missing
___No wild or clashing colors
___No tears
___Clean handkerchief or kleenex in pocket or purse
___Men: pockets not bulging; Women: skirt length, O.K.

Footwear:
___Shoe style O.K. (no tennis shoes or boots)
___Shoes not run down (heel, toes, soles)
___Shoes polished or brushed

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___Men: dark socks, no holes; Women: no runs or wrinkles (no anklets)

Accessories:

___Purse or billfold looks neat when opened
___Plain jewelry or tie clasp

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING A JOB

COMPETENCY: I KNOW WHAT TO DO DURING A JOB INTERVIEW.
TIME: 45-60 MINUTES
GROUP SIZE: SMALL GROUP GRADE LEVEL: 11-12
MATERIALS: "PREPARING FOR THE INTERVIEW" AND "A GUIDE TO A PLEASANT AND SUCCESSFUL INTERVIEW"

"GUIDE TO A SUCESSFUL AND PLEASANT INTERVIEW"

INTRODUCTION: This lesson is designed to introduce students to interviewing for jobs. It takes the student step-by-step through a) preparing for an interview, b) what may be done on the day of the interview and c) the actual interview. Providing students with such information may serve to increase their confidence in their ability to handle an interview effectively.

PROCEDURE:

1. Introduce the lesson by stating that today job interviews will be discussed.
2. Ask if there are students who have had job interviews and inquire of them as to how they felt prior to the interview. If there are no students who have experience with job interviews, the counselor may wish to relate to students their own feelings experienced prior to the first interview.
3. State that involvement in this activity will assist the students in gaining confidence in their ability to handle interviews successfully.
4. Distribute the first handout - Preparing for the Interview.
5. Use the following questions as discussion starters for each point noted:

    a. What kind of information about a company or business is helpful to an applicant? New or old business? Trademarks? History in terms of hiring youth?
    b. If you don't have job experience, from what other areas of your life experience can you draw?

c. Are you aware of your goals? If you are not aware of your career goals, what kind of goals could you speak of that are personal goals? (Example - I wish to learn as much as I can about the world of business because someday I plan to own my own business.)

6. Discuss reasons for planning to arrive 15 minutes early.
7. Discuss what it means to "be yourself."
8. Encourage students to give examples of what it means to talk down a past employer.
9. Give examples of handling weaknesses positively. Example - "No, I have never been employed as a cashier but, I am good at handling money. I balance our family's checkbook each month and I have been elected to the office of treasurer for my club three years in a row."
10. Distribute the second handout - A Guide for a Pleasant and Successful Interview and read and briefly discuss the points listed.
11. Select volunteers to role-play a job interview at the "Dairy Queen." The three roles needed are -- interviewer, applicant and receptionist.
12. Encourage students to critique the interview by noting both positive and negative points of the interview.
13. Encourage students to develop additional role-plays for use at a later time.

OBSERVATION NOTES:

Students who have difficulty expressing themselves or who appear to have difficulty handling stress would benefit from individual assistance and practice.

PREPARING FOR THE INTERVIEW

1. Obtain information relevant to the company to which you have applied through the following sources.

    a. public library
    b. local business organizations
    c. neighbors, friends

2. Review your own qualifications for the job.

    a. courses taken in school that apply to this job
    b. experience in other part-time jobs or jobs at school

3. Review self

    a. personality make-up
    b. likes, dislikes
    c. goals
    d. plan to obtain goals
    e. what you can offer to a company

DAY OF INTERVIEW

1. Plan to arrive at the interview 15 minutes prior to interview time: be prompt.
2. Dress suitably - be neat and carefully groomed: do not overdress.
3. Announce yourself to receptionist that you are there for your scheduled interview.
4. Remain as calm as possible while waiting to be called into the interview.
    a. If anxious, take several deep breaths, cleaning your lungs each time.

THE ACTUAL INTERVIEW

1. Greet the interviewer with a firm (not overpowering) handshake and a warm smile: note - greet him/her with both your eyes and voice.

2. Be yourself: the best self you can be.

3. Answer each of the interviewers questions:
   a. honestly

   b. briefly

   c. to the point

   d. with enthusiasm

   e. do not smoke unless invited to do so

   f. be positive

   g. do not talk down past employer

   h. stress strengths

   i. handle weaknesses positively

A GUIDE TO A PLEASANT AND SUCCESSFUL INTERVIEW

1. Be on time.
2. Listen when the interviewer introduces himself, remember his name.
3. Act naturally.
4. Sit comfortably, but don't slouch.
5. Keep your hands still; don't fidget.
6. Don't place your belongs on the interviewer's desk.
7. Speak quietly but clearly; don't use slang.
8. Don't chew gum or smoke.
9. Know the type of job for which you are applying, but indicate that you are flexible.
10. Let the interviewer begin the interview.
11. Answer his questions briefly, but not abruptly; be complete in your answers, but don't ramble.
12. Don't interrupt the interviewer.
13. Don't argue.
14. Be prepared to tell the interviewer about your family, schooling, hobbies, and activities.
15. If you have worked before, be prepared to give a brief and accurate description of your previous jobs.
16. Never criticize a former employer.
17. State your qualifications, but don't exaggerate.
18. Be sure you understand the duties involved in the job, the hours you will be expected to work and the salary.
19. If the interviewer doesn't indicate when you will hear from him, ask him if you may call in a day or two to learn of his decision.
20. Thank the interviewer for his courtesy.

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I CAN DEVELOP A RESUME (PERSONAL INFORMATION SHEET FOR EMPLOYERS).
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP OR CLASS GRADE LEVEL: 11-12
MATERIALS: A COPY OF "MY RESUME" FOR EACH STUDENT

"WRITING A RESUME"

INTRODUCTION: In many instances a resume is a very important facet in applying for a job. This lesson is designed to acquaint students with the format and contents of the resume.

PROCEDURE:

1. Place the word resume and its pronunciation on the board. Solicit from the class answers to the following questions:

    a) What is a resume?
    b) Why is it necessary to have a resume?
    c) What goes into a resume? (In many instances, the students will not know exactly what a resume is and how to organize one; therefore, the next step is vital to the students' awareness of what constitutes a resume.)

2. Explain- "What is a resume?" and "What is included in a resume?"
3. Assign students to complete the "My Resume" worksheet. Give individual help as needed.

OBSERVATION NOTES

The leader should remind students to be brief, that the final resume should be neatly typed, and that they should contain only positive information about the student.

MY RESUME

Name
Address
City, State, Zip Code

Education and Special Skills

High School Attended
School Address
School Phone
Date of Graduation
Special Courses
Special Skills

Work Experience

Previous Place of Employment
Immediate Supervisor
Supervisor's Title
Company Address
Company Phone
Dates of Employment
Duties Performed

Personal Information

Age
Height
Weight
Health
Marital Status
Hobbies
Sports
Organizations

References

Name
Title
Work Address
Work Phone

Name
Title
Work Address
Work Phone

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: PREPARATION FOR FINDING JOBS

COMPETENCY: I KNOW WHERE AND HOW TO START LOOKING FOR A JOB.
TIME: 45-60 MINUTES
GROUP SIZE: CLASS OR SMALL GROUP GRADE LEVEL: 11-12
MATERIALS: COPIES OF "JOB SEEKING", "SOURCES OF INFORMATION FOR SEEKING A JOB", "SOURCES OF INFORMATION," "ANSWER KEY FOR SOURCES OF INFORMATION", "HOW TO LOCATE A JOB"

"JOB SEEKING"

INTRODUCTION: Students need to be aware that there are many important sources of information helpful to job seekers. This lesson will help the students explore some of the sources of job information they normally may not consider.

PROCEDURE:

1. Introduce the activity to students by explaining that they are going to be given some sources of job information that might help them locate a job.
2. Review the following sources that have been written on a chart or the chalkboard. Emphasize that only 5% of jobs are found through Help-Wanted-Ads.

News Media
Yellow Pages
Friends
Neighbors
Relatives
Teachers/Counselors
Want-Ads
Placing Your own Ad
School Placement Offices
Professional Journals
Company Newsletter
Libraries
Unions
State Employment Agencies
County/City Personnel Offices
Civil Service Commission
Private Employment Agencies
Employer Contact

The Department of Labor conducted a survey in which thousands of job holders were asked how they found employment. The answers were:

Private Employment Agencies	1%
Public Employment Agencies	3%
Help-Wanted-Ad	5%
School Placement	5%
Direct Contact with Employers	24%
Friends and Relatives	48%
Some Combination of the Above	13%

3. Introduce "Sources of Information for Seeking a Job." Read each section and discuss it briefly with the class. Point out the advantages and disadvantages of each source.
4. Encourage the students to answer the questions on "Sources of Information" on a separate sheet of paper. Give help individually as needed.
5. Discuss the questions by reviewing them orally with the class. The answers can be written to question 19 on the board so that students will have a list of sources other than those presented in this lesson. An answer key is provided for reference.
6. Distribute the "How to Locate a Job" worksheet so students may formalize their job hunting leads and information. This sheet could serve as a review device to help monitor students' job searching techniques.

OBSERVATION NOTES

Identify students who may have an immediate need for a job. An individual session could be set up to give additional assistance to these students.

SOURCES OF INFORMATION FOR SEEKING A JOB

News Media

Where to Find: Newspaper, Radio, Television and News Magazines

How to Use: Pay attention to news items that give an indication of possible future jobs. Examples of stories that would indicate new jobs: "Government awards contract to General Hospital to expand facilities."

Advantages: You can make inquiries about jobs before ads appear. Because you were early and you were so alert, you might stand out in employers' minds.

Disadvantages: Requires time and effort. Takes assertiveness on your part to find the jobs.

Yellow Pages

Where to Find: Telephone Directory

How to Use: Read Through the index in back of Yellow Pages to identify categories.

Kind of Service: Almost every type of employment and potential employer is available. The telephone company has been kind enough to provide you with this list at no charge.

Advantages: No fee. Easily available. Has proven to be effective method of identifying potential employers. Shows an employer that you have initiative.

Disadvantages: Takes time and effort. Takes some courage to call.

Word of Mouth

Where to find: Friends, neighbors, relatives, co-workers, potential employers, school friends.

How to Use: Don't keep it a secret you are interested in a job. The more people aware of your job search, the wider your scope. Tell all your friends.

Advantages: Remember, 80% of the jobs are filled through "word-of-mouth" grapevine.

Disadvantages: You may not want your present boss and/or fellow workers to know you are looking for a job.

Professional Journals, Newsletters and Trade Magazines

Where to Find: Libraries usually have them.

How to Use: Most of these have regular sections of want ads.

Kind of Service: Often have compiled books and resources helpful to the job seeker.

Advantages: You are getting information from a more direct source.

Disadvantages: Many of the positions listed are for highly trained, educated or experienced positions but there are also positions requiring less training listed in these sources.

In-House Newsletters

Where to Find: Larger companies often have newsletters to keep the employees informed about job vacancies.

How to Use: Personnel offices often post these on a bulletin board.

Advantages: Discover openings before they are publicized.

Disadvantages: Usually come out weekly or monthly and it can be a nuisance to pick it up.

Unions

Where to Find: Yellow pages have listings of unions. They may or may not have specific job placement services, but if you talk to some of the officials, they can give inside tips. Ask for names of people who can give you further assistance.

How to Use: Write or call the union to discover what services they offer. Most unions have good printed materials at no charge.

Advantages: You are getting information from someone who is in contact with many potential employers. No fee.

Disadvantages: Takes time and effort. Takes courage to call someone you don't know.

State Employment Agencies

Where to Find: Every state has employment offices, usually in the major cities. Look in phone book under state offices.

How to Use: Call for information regarding procedures. Go to the office and request their services.

Kind of Service: They offer information on changes, trends and opportunities, offer aptitude testing and counseling. Register, classify, select, and refer people to employers. No fee.

Advantages: You can get information about job opportunities in other cities and states. Has a record of placing approximately 50 percent of the users. No fee.

Disadvantages: Based on a survey a high rate of those placed did not keep their job very long. The counseling offered is usually in regard to jobs only, not taking into account your interests, values, short, and long term goals.

County and City Personnel Offices

Where to Find: Look in the phone directory under county or city name.

How to Use: Go to the personnel office to file application.

Kind of Service: They have a comprehensive list of positions available as well as a list of current job openings.

Advantages: Centralized sources of information, no fees.

Disadvantages: Personnel office doesn't do the hiring; they merely process applications.

Civil Service Commission

Where to find: Look in telephone directory under U.S. government (Libraries have telephone directories of large cities.)

How to Use: Go to the office and indicate that you need information.

Kind of Service: They provide a list of job descriptions and requirements for the jobs.

Disadvantages: The competition is stiff because of the high number of applicants.

Private Employment Agencies

Where to Find: Most cities have them. Listed in Yellow Pages.

How to Use: Be sure to read the application, as it is often the contract.

Kind of Service: Provide you with list of job openings.

Advantages: Since their major goal is to make money they are very active in searching for jobs.

Disadvantages: Since their major goal is to make money, they are not so concerned with a "good job" for you but just "any job".

Want Ads

Where to Find: In the newspaper. Sunday editions often have more listings. Don't overlook smaller communities.

How to Use: Most often, jobs are listed in alphabetical order.

Advantages: Delivered right to your door. Provides daily listings. Lists jobs currently available. Costs only the price of the paper.

Disadvantages: Only about 15 percent of jobs are obtained through ads. Beware of "come-on" ads promising fantastic jobs.

Placing your own ad

How to Use: Write your ad to include specific skills. Place in paper. Wait for calls.

Advantages: Gives you one more source of visibility

Disadvantages: Not very effective, particularly when unemployment is high or there is an excess in your field.

Placement Offices

Where to Find: Colleges, universities, community colleges, technical schools.

How to Use: Call for information regarding procedures.

Kind of Service: The office will keep a file of your transcripts, records, letters of commendation and other pertinent job-seeking information.

Advantages: Your records, letters, etc. are mailed for you to save time and effort.

Disadvantages: Some schools provide the service for graduates only.

SOURCES OF INFORMATION

1. How can T.V. be a source of information about a job opening? Give an example.
2. What might be a disadvantage of using the Yellow Pages to find out about job openings?
3. How might potential employers give you information about other job openings?
4. Why might it be bad for your present boss to know that you are looking for another job?
5. What is a professional journal?
6. How might a relative of a friend who works for a large company know about job openings in their company that are in different departments from their own?
7. Can you get a union job if you aren't in a union?
8. Do state employment agencies charge you fees?
9. Do state agencies list city and county positions? If they do not, where might be another place to look for them.
10. Is civil service the military?
11. What are the disadvantages of a private employment agency?
12. Some students will continue their education after high school. What additional sources of job information will they have?
13. What source of information might be used by someone interested in a job as a nurse?
14. What source of information might be used by someone interested in a job as a construction worker?
15. When is the largest list of Want Ads published?
16. "Mail Carrrier" would be a job classified under which source of information?
17. Who offers aptitude testing as a free service as a part of job placement?
18. Which agencies have a history of placing people in positions which they do not keep for very long?
19. Name a source of information which has not been listed.

ANSWER KEY
"SOURCES OF INFORMATION"

In many cases there are no definitive answers. The answers given below are suggested answers. You will be the final judge of the value of the answers given.

1. Announcements and news items on television can inform you about future job possibilities.
2. Using the Yellow Pages to find out about job openings requires time and effort. The job seeker also must have courage and initiative to call the prospective employer.
3. Potential employers can tell you about other job openings within their company and other companies that may be hiring.
4. Your present boss or supervisor may be negative if he knows you are looking for another job: he might not give you the promotion you are expected, he might not trust you, and he may expedite your leaving.
5. A professional journal is a publication prepared by, and intended for, members of a specific profession or trade.
6. Your relative or friend may be aware of job openings in their company because openings are posted and discussed by workers.
7. You may be hired for a union job if you do not belong to a union, but you will be expected to join the union after you have been hired or worked for a trial period.
8. State Employment Agencies do not charge fees for their services.
9. Job openings for city and county positions are listed through the city and county personnel offices, the public libraries, and sometimes through employment agencies. The openings are not always listed at state emloyment agencies.
10. No, the civil service is not the military.
11. A private employment agency's main goal is to make money. They are concerned with helping you get *a* job, not necessarily a *good* job or the *best* job for you.
12. College and trade school placement offices are additional sources of job information for students who continue their education after high school.
13. An individual may obtain information about a career in nursing through the want-ads, placement offices, and professional journals.
14. A construction worker may explore job openings through the want-ads, the Yellow Pages, or at a union office.
15. The most extensive list of want-ads is published in the weekend newspaper.
16. The Civil Service commission would be a source of information for someone seeking a job as a mail carrier.
17. State Employment Agencies offer aptitude testing as a part of their job placement service.
18. State Employment Agencies have a history of placing people on jobs which are not suited to their skills, interests, and aptitudes.
19. Teachers, counselors, etc. are sources of job information which are not listed on the "Sources of Information for Seeking a Job" chart.

HOW TO LOCATE A JOB

Step One

THE WANT ADS

Read a copy of the want ads and list five jobs that you have the skills for.

1. Type of Job

Address

Phone Number Person to Contact

2. Type of Job

Address

Phone Number Person to Contact

3. Type of Job

Address

Phone Number Person to Contact

4. Type of Job

____

Address

____

Phone Number ________________ Person to Contact ________________________

5. Type of Job

____

Address

____

Phone Number ________________ Person of Contact ________________________

Step Two

JOB PLACEMENT COUNSELOR

Find out if there is a job placement counselor in your school. If so, make an apppointment to see him/her. He/She can help you find a job.

Counselor's Name________________________________

Appointment Time, Date________________________________

Step Three

EMPLOYMENT AGENCIES

Most cities have both public and private employment agencies. The public agencies are usually known according to the name of the state in which they are located. For example, yours is the Missouri Department of Employment Security. Many private agencies charge you money for their help.

To do: In the Yellow Pages, look under employment agencies and list the information below agencies you could contact.

Agency Name	Address	Phone
1.		
2.		
3.		

Step Four

CITY, COUNTY, STATE AND FEDERAL GOVERNMENTS

Government agencies hire many kinds of workers, usually pay well, and offer reasonable working conditions. In the phone directory, find the addresses and phone numbers of the following:

	Address	Phone
City government office		
County government office		
State government's main office		
Federal government's local office		

Step Five

DIRECT CALLING

Go through the Yellow Pages of the phone book and look for the names of companies in your area. List the names, addresses and phone numbers of ten you could call.

1.
2.
3.
4.
5.
6.

Step Six

FAMILY AND FRIENDS

List names and phone numbers of five employed friends or relatives who might be able to help you find a job:

1.

2.

3.

4.

5.

Step Seven

SELF EMPLOYMENT

If you have some service that you can offer to people, make this service known to someone who can use it. For example, if you can do house painting, advertise this in the newspaper, put a note up at the local super-market, or advertise in other ways. List several skills that you have and ways that you can make them known to people who would be willing to pay you.

Jobs I can do	How I can advertise
1.	
2.	
3.	

Step Eight

Write the date by which you will have taken action on at least three of these plans.

NOW- GOOD LUCK AND GO !

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW WHAT MY GOALS ARE AND THE VALUE OF THESE GOALS.
TIME: 15-20 MINUTES
GROUP SIZE: INDIVIDUAL GRADE LEVEL: 9-10
MATERIALS: COPIES OF THE "HEY, MR. HAWKINS" TEST

"THE PROCESS OF GOAL SETTING"

INTRODUCTION: By going through this lesson with an individual student, guidelines for the process of goal-setting are developed. By developing a clear understanding of these guidelines, the quality of future goal setting conferences with the student will be improved.

PROCEDURE:

1. Brainstorm together a description of a successful person. What makes him/her successful? Name things that people do that make them successful. Write down the ideas. Example: He would get better grades; enjoy classes more; learn more; be absent less; and spend more time studying.
2. Encourage students to select several items from the list that seem important. Write down each one on a separate sheet of paper. Example: Better grades.
3. For each item, list specifically (every detail) what is done to be successful in that area. Example: Better grades-> Raise grades from C's to B's-> Get a B in social studies-> Make a grade of 80 or above on my next social studies test-> Read my social studies assignment for 1/2 hour every night.
4. From the final items, select one that is important and write it in a complete statement. List under the statement what needs to be done before the goal could be performed. Example: I will make a grade of 80 or above on my next social studies test.

a) I might have to read my assignments.
b) I might have to pay more attention to films shown.
c) I might have to listen more carefully in class.

5. Use the "Hey, Mr. Hawkins" test to be sure the goal is stated in such a way so it can really be done.

OBSERVATION NOTES:

If the student does not seem to understand this process, go through it again. For visual learners overheads might simplify the process.

HEY, MR. HAWKINS TEST

As a check to see if your goal is stated in such a way so that you can really do it, use the Hey, Mr. Hawkins Test. Finish this sentence by inserting your goal statement in the blank.

Hey, Mr. Hawkins, let me show you how I can ____________________
____.

If the result is something that cannot be shown, then your statement is still too fuzzy.

Example:

> Hey, Mr. Hawkins, let me show you how I read my Social Studies textbook every night.
> (Right)

> (Wrong)
> Hey, Mr. Hawkins, let me show you how I can enjoy school more.
> Yeah? Let me see you!

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: MAKING DECISIONS

COMPETENCY: I CAN MAKE DECISIONS.
TIME: 2 CLASS PERIODS
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: COPIES OF "PROBLEM SOLVING TECHNIQUES" SHEET AND "PERSONAL CONCERNS" SHEET

"DECISION-MAKING MODEL"

INTRODUCTION: Students who learn to make wise decisions will live happier and healthier lives. Therefore, it is important that students learn to consider alternatives and consequences when making decisions.

PROCEDURE:

1. Discuss the range of pressures facing the students as they move into the more complicated world of high school. Among them are:

   a) Making new friends-more friends than before.
   b) Making choices about studying and school.
   c) Making choices about dating, partying, smoking, using drugs and alcohol.

2. Discuss how people make sound decisions.

   a) Outline and explain the 6 steps of the Decision-Making Model.
   b) Devise a sample problem and go through the process of arriving at a solution. You are at a party and your best friend, Tom, has just accepted a ride home from another friend who is drunk. No one else lives near Tom except a boy he hates for having stolen his girlfriend last year. You have no license and no money and you know Tom doesn't have much money. He lives 2-1/2 miles away. It is a cold winter night,

around 11:30 p.m. What, if anything, could you do? What, if anything, will you do? Why?

c) After evaluating the solutions for each paragraph below, do a "Rank Order" on the solutions. Then ask students to add some of their own solutions.

Given the following situation:
During summer vacation Tom and two friends spent a lot of time in his new recreation room in the basement. One day when Tom's mother went shopping and the boys were left alone. Bill found a bottle of whiskey and took a drink of it. He offered it to the others.

Tom should:

a) Tell Bill to put it back where he found it and tell his mother.
b) Tell Bill to put it back and "forget to tell."
c) Say, "Come on, let's have some fun-my father has plenty."
d) Ask the others what they think should be done.
e) Let each boy have a drink and add water to the bottle so the father could not tell any was taken out.
f) Wait until his mother gets back and ask her for some.
g) Tell Bill it's not his whiskey to offer and if they were caught they would get in trouble.
h) Drink some and tell his mother what they did when she returns.

Given the following situation:
Bill found a bottle of pills on his way to school. He thinks they belong to Joe. He believes Joe uses these pills because he gets sinus headaches this time of year.

Bill should:

a) Give them to Joe.
b) Ask Joe if they are his.
c) Take a pill.
d) Save the pills for a party this Friday night.
e) Show the pills to friends during recess.
f) Give them to his teacher.
g) Go back home and give them to his mother.

  - h) Give them to an older friend who waits for the school bus on a corner Bill passes every day as he walks to school.
  - i) Leave the pills just where they are.
  - j) Pick up the bottle and throw it in a sewer.

3. Ask the group to decide upon a common problem that they all face and go through the process of the 6 steps of the Decision-Making Model.
4. Ask each student to identify a personal problem or concern. Use "Personal Concerns" sheet to indicate the nature of the problem, concern or question and the values that underlie the problem or concern. Ask each student to work through the remaining steps of the problem-solving process.
5. The counselor/teacher should decide how to proceed from here. Three possibilities present themselves.

   - a) Have volunteer students report on their solution(s), which other class members may comment upon.
   - b) Students could take this "assignment" home and get input from parents and other family members and report back the following day.
   - c) As a class assignment, have each student work on the same problem situation. Break into smaller groups and have members of each group agree on solution(s). Have each student take the assignment home to get family input and report back the following day.

OBSERVATION NOTES

These situations allow students to practice the problem solving steps in effective decision making.

PERSONAL CONCERNS

1. **Concerns** - I can't seem to get my homework assignments done.

2. **Cause of the situation** - I dislike doing homework (Habit not formed).

3. **Reason situation gives you concern** - I'm afraid I'm going to fail.

4. **Feeling provoked** - Frustration and anxiety.

5. **Other person(s) involved** - My parents expect me to get good grades. My teachers say I'm capable of doing better work.

6. **Reason feeling provoked** - Frustration 1 and 3; Anxiety 3 and 5.

7. **Underlying cause for concern** - I don't want to fail.

8. **Value statement** - I value success, and I value pleasing my parents, and I value my education.

PROBLEM SOLVING TECHNIQUES

Several problems can be put on a cassette tape. A small group of children can listen to one selected problem and then tape their discussion and alternative solutions to the problem. As an excellent way to involve parents, the taped problem and the children's discussion of it may then be checked out to one of the children in the group and taken home. He can then play the tape with his parents and continue a further discussion of the problem and his family's viewpoints concerning the problem. Their views will also be taped. The tape can be played for the entire class.

PROBLEM SOLVING PROCEDURES

1. Teacher and pupils identify a problem.

2. Together, they state the problem and what might happen if the situation is left unchanged, and agree that the statement accurately describes the problem.

3. Discuss possible causes of the problem.

4. Discuss measures that might be taken to prevent its recurrence.

5. Discuss possible solutions to the problem.

6. Discuss the pros and cons of the various suggested solutions, including the feelings about them.

7. Discard suggested solutions that are not acceptable.

8. Agree to actually try one solution.

9. Try the solution agreed upon. (This may take some time, depending upon the problem and the solution.)

10. Evaluate the results of the solution they have tried.

11. If the solution is unsatisfactory or if other solutions also seem feasible, the pupils should repeat steps five through ten until they agree on one or several solutions.

Area III- Category F- Competency 36

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: MAKING DECISIONS

COMPETENCY: I CAN EVALUATE OR JUDGE DECISIONS I HAVE ALREADY MADE.
TIME: 45-60 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: NONE

"LOOKING BACK ON A DECISION I MADE- HINDSIGHT"

INTRODUCTION: The choice of a college is a complicated, comprehensive decision. The young student needs to become aware of past decisions and techniques involved in making the decision.

PROCEDURE:

1. Ask class for a decision made in the last year that affects them now. Some examples are:
   - a) The courses selected for the current school year.
   - b) The choice of an important item of clothing such as a winter coat.
2. The students will compile a list of the factors involved in each decision they made. Factors to be considered:
   - a) Degree of influence by friends
   - b) Degree of influence by parents
   - c) Information gained prior to decision
   - d) Consideration of long term/short term effects of decision
   - e) Was the decision a good one?
3. Report on factors involved in each decision.
4. Analyze if the factors were a positive or negative influence on the decision.
5. Ask students how they feel about the decision when it was made and how.

6. Discuss which decisions told about during the session were made as a result of gathering facts and thinking things over. Which decisions were a result of intuition, hunches or "just knowing?"
7. Discuss which factors involved in your decision were effective and which were ineffective.

OBSERVATION NOTES

Avoid discussion of personalities involved in the decision-making process and concentrate on the issues of degree of influence upon oneself.

Area III- Category F- Competency 36

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: MAKING DECISIONS

COMPETENCY: I CAN EVALUATE OR JUDGE DECISIONS I HAVE ALREADY MADE.
TIME: 55 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: COPIES OF "CREATIVE LIFE MANAGEMENT GUIDE" FORMS

"GOAL SETTING"

INTRODUCTION: Setting goals helps us to make decisions. If we know where we want to go, then we can make decisions that will help us reach our goal. This exercise needs to be monitored and the students need to be coached throughout. Use examples on your own process as explanations.

PROCEDURE:

1. Begin explaining the activity by providing each student with a completed sample copy of the Creative Life-Management Guide Form.
2. Introduce the idea of goal-setting by sharing a personal anecdote about a goal desired, worked for and achieved; or read a short story about some successful person's road to success.
3. Discuss achieving personal goals, evaluating existing goals, and developing alternatives with students.
4. Provide ample time for students to complete their copies of the Creative Life-Management Guide form.
5. Assist students as needed.
6. Encourage students to share and evaluate their answers upon completion of the exercise.

OBSERVATION NOTES

Refer students to the goal setting process if they have difficulty.

CREATIVE LIFE-MANAGEMENT GUIDE

1. Describe a specific personal circumstance that you want to manage.____
____
____
____

2. What is the specific goal within the circumstance that you want to achieve?
____
____
____
____

3. What is the single most important value within this goal?
____
____
____
____

4. What is the specific barrier that is in opposition to this goal?
____
____
____
____

5. What is the single most important value within this barrier?
____
____
____
____

6. What is the relative importance of the value in the goal and the value in the barrier?

7. Based upon value priorities, what is the specific goal you want to achieve now?

8. List the functional strengths you possess that will help you achieve the goal.

9. First, list several specific alternative methods of managing the circumstance. Second, list the best outcome for each alternative, the worst outcome for each alternative, and what is likely to happen if the alternative is used. Third, list the strengths you possess to achieve the best outcome for the alternatives selected. (See No. 8) Fourth, determine which alternative you want to use and act.

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: MAKING DECISIONS

COMPETENCY: I CAN FOLLOW THROUGH ON GOOD DECISIONS AND CAN CHANGE POOR DECISIONS.
TIME: 45 MINUTES
GROUP SIZE: SMALL OR CLASS GRADE LEVEL: 9-10
MATERIALS: COPIES OF "DECISION-MAKING MODEL" (ONE PER STUDENT OR ILLUSTRATE ON THE BOARD).

"LISTENING EXERCISE"

INTRODUCTION: Making decisions is a part of everyday life. Most often decisions are made with very little thought. Such as: what to eat; what to wear; whether to watch T.V. or visit with a friend on the phone. There are some decisions, however, that require a lot more thinking. This lesson will help students make good decisions when faced with tough problems.

PROCEDURE:

1. Explain that some decisions are hard to make; others are easy but are still decisions. We are constantly making decisions. List some examples and ask students to classify them as "hard" or "easy." "Hard" or "easy" will vary from student to student and may differ for a certain student at different times.
2. Explain that the purpose in making decisions is to deal with problems. Ask "What seems to you to be the logical first step in dealing with a problem?" (Answer-- "State the problem clearly"). If no one approaches this point, then suggest, "What would you say to a friend who tells you, 'I'm not getting along with my mom at all! What should I do?' Would you immediately suggest a line of action? Or would you ask a few more questions first?" Use this discussion to lead to step one of the decision making model-- State the Problem Clearly.
3. Ask the group to list orally or anonymously in writing as many problems facing teenagers. From this list, ask them to pick one that the class or group could work on as an example for the decision making process. Then "define this problem clearly." What goal is to be achieved

or what need met? For example, if the students pick "arguing with parents" as a problem, the first step would be to restate this more precisely. They may need to find a way to discuss a disagreement without yelling and screaming. Or they may need to find ways to keep so many disagreements from arising in the first place.

4. Ask "What do you do next?" The class will probably suggest: Think of Alternatives. Elaborate on brainstorming-- think of as many ideas as possible without regard to quality or feasibility. A bad idea might spring an association with a better idea. Now brainstorm alternatives to the problem chosen by the class. List these on the board. Emphasize that at this stage there is to be no criticism of any ideas.
5. Discuss narrowing down the list of alternatives. Some can be thrown out easily for obvious reasons. When you get down to 2 or 3 that seem to have strong possibilities, suggest Listing the Pros and Cons of each. As you do this, remind them to consider the consequences both long and short term, both for themselves and for others.
6. Ask the student "What's next?" Choose an alternative. They can do this with the example you've been working on. They should choose individually. Maybe the class will want to come to a consensus or vote, but this isn't necessary.
7. Explain that the last two steps are to Implement a Plan of Action, to Evaluate the Results. If things don't work out satisfactorily, make changes in your plan and try again.
8. Summarize by outlining the seven steps on the board or handing each student a copy.
9. Ask each student to think through a decision they face in the coming week and write down the alternatives. Also ask them to list the pros and cons of each choice. Then they should drop this off in the counselor office (or hand in to their teachers).

OBSERVATION NOTES:

This process is very important. If students run into this activity year after year, that's fine. An example that works well if the students have a hard time deciding on one to use is "you're new in a certain situation or school and don't have any friends." Another good one is "your parents don't like your friends."

DECISION-MAKING MODEL

1	2	3	4	5	6	7
State the problem clearly	Search for alternatives	List the pros & cons for each alternative	Implement best alternative	Check decision with trusted authority	Check place of action	Check results

1. What are the goals or objectives that are to be achieved? What need is to be met?

2. List as many choices and alternatives as you can think of. This should be an uninhibited, creative process.

3. Predict probable consequences for each alternative. Group brainstorming is often very helpful here.

4. After weighing and analyzing the probable consequences for all alternatives, choose what seems to be the best choice or alternative, considering one's family and the community at large.

5. Check your choice with a trusted authority to make sure the decision is not harmful to anyone.

6. Implement your choice. Determine whether or not your chosen alternative satisfies the need or solves the problem.

7. Evaluate the outcome of your choice. If your plan of action does not satisfy the need or solve the problem, choose another alternative and try again.

Area III- Category F- Competency 38

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: MAKING DECISIONS

COMPETENCY: I KNOW HOW TO GET ALONG IN A CHANGING WORLD.
TIME: 1 PERIOD
GROUP SIZE: CLASS
GRADE LEVEL: 11-12
MATERIALS: NONE

"COPING WITH A CHANGING WORLD"

INTRODUCTION: Students need to anticipate changes that may be occurring in the world which could affect their lifestyles. They also need to have skills in place to cope with those changes. This activity introduces them to both.

PROCEDURE:

1. Characterize the differences between changing vs. stable cultures. Use selections from literature or characterize and contrast stable small town life with changing realities in large city living or use other examples that might be relevant to students.
2. Direct students to characterize themselves regarding their own preference for stable or changing life situations. Use the following questions to lead their thinking:

    a) Do you plan to live in the same area where you grew up?
    b) Do you plan to work in a similar vocation as your parents or close acquaintances?
    c) Do you know exactly what you want your life to be like or are there a lot of questions in your mind?
    d) Can you adjust to major changes of direction in your life?

    It may be possible to find a standardized personality scale measuring adaptability to change or some similar variable to use instead of or in addition to the set of questions.

3. Assert that there is no right or wrong in regard to preferences for stability vs. change, but that many changes in our society are inevitable and it is a necessary virtue to have the capability to adapt to change when it occurs.
4. Conduct brainstorming activity on the topic, "What changes are occurring in our society that could affect your lifestyle?" Some possible directions to prompt students include:

    a) Employment- emphasis on computer technology, decrease in factory labor, robotics.
    b) Sexual Behavior- influence of AIDS epidemic, potential changes in abortion laws.
    c) Divorce or break-up of families.
    d) Economic up-swing or down turn.
    e) Possibility of warfare and military service.
    f) Personal injury or disability.

5. Present ideas about what psychological and personal skills allow individuals to adapt to change:

    a) Flexibility- ability to base one's confidence and ability to function well on an inner belief in self rather than some outer circumstance that could change. Contrast this with rigid personalities.
    b) Continuous learning- realization that one's world view and beliefs are not set and determined for all time, but that you need to be continuously learning new skills or examining new ideas.
    c) Decision-making skills- ability to use information to generate alternative courses of action and follow through with them. Emphasize that this is a skill to be learned.

6. Summarize that it is not wrong to desire a certain amount of stability in life, but that it is important to anticipate a changing world and develop the skills to cope with them.

OBSERVATION NOTES:

This activity could be followed with more intensive examination of the ideas of flexible vs. rigid personalities or decision-making skills.

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: MAKING DECISIONS

COMPETENCY: I CAN IDENTIFY THE REAL PROBLEM WHEN I HAVE DIFFICULITIES.
TIME: 40-60 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: NONE

"IDENTIFYING THE REAL PROBLEM"

INTRODUCTION: Many times when a person experiences difficulties coping with a problem, his or her difficulties can be traced to denial, distortion, or mis-perception of the source of the problem. This activity introduces students to the means of more accurately defining problem situations.

PROCEDURE:

1. Introduce the need for problem identification as one of the most important steps in problem solving. Illustrate with the idea that in counseling, once a client has identified and "owned" a problem, the problem is almost solved. One of the most important functions of a counselor is to be a "mirror" to reflect back to a person what their situation is, so that the person can more accurately identify the problem.
2. Lead a brainstorming activity on what keeps people from being able to identify problems. Identify the following categories:

   a) Denial- people don't want to admit their problems and often blame others.
   b) Inaccurate self-perception- a person believes something about himself/herself that may not be true. Example: "People don't like me."
   c) Ignorance of options available- people don't consider a full range of options and feel unnecessarily trapped.

3. Explain methods for overcoming these road blocks to problem identification. Give examples to illustrate each.

    a) Denial- often requires strong intervention from intimates or some major tragedy to "open up the eyes." Example: Alcoholism.
    b) Inaccurate self-perception- communication and feed back is very important. People who talk through their problems rather than carry them around silently have a better chance of correcting misperceptions of self. Example: A person who thinks he or she is unattractive. It can often be helpful to put aside blame for others or blame on the situation and ask the question, "What can I do to make the situation better?" In exploring this question, the issue may be re-defined more accurately. Remind students that talking to a friend or a counselor can also be helpful. You don't have to be crazy to benefit from talking to someone.
    c) Ignorance is often a road block to problem definition. Define a broad range of problems in which getting more information might be a first step. Examples: Occupational frustration, how to fix a car, how to raise children. Summarize that when problems are encountered, the first thing to do is get more information either by talking to people who know or by reading.

4. Give the class an opportunity to practice these skills. Present problem situations to small groups and invite members to work together to define processes for identifying the real problem.
5. Summarize by emphasizing the need for accurate problem definition in problem solving.

OBSERVATION NOTES:

Students who are referred for discipline reasons may benefit from this activity also.

Area III- Category F- Competency 40

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: MAKING DECISIONS

COMPETENCY: I CAN COME UP WITH MANY POSSIBLE SOLUTIONS TO A PROBLEM.
TIME: 45-60 MINUTES
GROUP SIZE: GROUP GRADE LEVEL: 11-12
MATERIALS: COPIES OF "PROBLEMS AT WORK" AND "HUMAN RELATIONS PROBLEM SITUATIONS"

"PROBLEMS AT WORK"

INTRODUCTION: Students need to understand that through effort and practice, they can make decisions to control their behavior.

PROCEDURE:

1. Begin the session by asking students for examples of difficult work-related experiences they have had. Discuss with the class ways to handle the situations and classify them as positive or negative. Stress the positive.
2. Read and discuss the following situations if students lack experiences for discussion of number one.

> Gloria is a typist at Solo's Music Center. She is a bright, charming girl and an excellent typist. However, she has not learned the meaning of initiative. When she completes the tasks her boss gives her, she just sits and reads a book, or she takes long breaks from her desk. There is other work that she can do, but she doesn't. Her attitude is that she should do only those tasks that she is told to do. Her boss discussed the problem with her several times, but she did not change. Constantly telling Gloria what to do required too much of her boss's time, so he fired her because she was or willing to change her attitude.

Tracey, a 17 yr. old, works as a counter-girl at Yesterday's Fastfood. During the noon rush hour she and the other girls are busy waiting on customers, but after the rush hour many of the girls sit down to chat, to drink a coke, or just to relax. Tracey never sits down while on duty. She cleans tables, replenishes condiment baskets, makes malts, etc. The manager noticed her initiative and gave her a promotion to head counter-girl and a raise in salary.

3. Direct students to write answers for "Problems at Work".
4. Discuss students' answers. Try to get as many different answers as possible; elicit responses that may show alternative solutions.
5. Instruct students to write several solutions to each problem situation on the "Human Relations Problem Situations".

OBSERVATION NOTES

Identify students who give clear, relevant, responses to use in helping their peers at a later time. Be prepared with your own answers to all problem situations given.

PROBLEMS AT WORK

Read each of the following situations and answer the questions.

1. You have a summer job at Icky's Ice Cream Stand. You are scheduled to work every other day from 9:00 a.m. to 3:00 p.m. You are the only person working in the stand during these hours. The owner and manager of Icky's owns five other stands in the city and you seldom see him. You are supposed to get a fifteen minute break, but it is always too busy to take one. You are angry because you can not have your break and because the manager is never around. What would you do about this problem?

2. You are working as a secretary and receptionist for a large downtown insurance agency. You are relieved by another worker every day between 12:00 p.m. and 1:00 p.m. in order in order for you to eat lunch. As usual, you go out for lunch. While at lunch you become ill and feel rotten. You know you are supposed to be back at work by 1:00 p.m. but you really feel like going home or going to the doctor's office. What would you do?

3. You have a new job working in a clothing warehouse. You have heard other workers talking about helping themselves to merchandise. You are told to help two older workers unload a truck of dress shirts. Some of the boxes are slightly damaged (crushed). The two older workers say to you, "Come on, take a box, we're going to , we do it all the time. Besides no one will miss them." What would you do?

4. You have a summer job working as a custodian in maintenance at City Hall. You thought you would be assigned to one supervisor and have to do some light cleaning, like dusting and sweeping. Since starting this work, you feel you have been given the dirtiest and hardest jobs to be done, even cleaning toilets. You feel like everyone is giving you the jobs no one else will do; you don't like this treatment. What would you do?

5. You have a summer job through a government sponsored summer youth employment program. You have heard friends describe these jobs as "easy street" - little or no supervision, time for playing around, even the opportunity to come late and leave early, all you really have to do is sign up and collect your paycheck. You are assigned to be a teacher aide in an elementary school. You like the job and you enjoy helping young children. The teacher needs your help every day, and your summer youth employment program supervisor visits the school often to make sure you are working satisfactorily. You know other young people in similar government sponsored programs who are being paid for doing very little. Since you are really working hard for your pay, you feel you should be paid more than these young people who are being paid the same salary rate and do nothing. You feel this is unfair. What would you do?

6. You are the cashier at the Checkerdome. Each day at the end of your shift, you must balance your money drawer. You are often a little over and turn in the extra money to your boss. One time your drawer is $1.67 short. When you get your next paycheck, the $1.67 has been deducted from your pay. Would you continue to turn in the extra money when you are over?

7. You are a delivery truck driver. You have a minor accident which was your fault. No one was injured. No damage was done to the other car or your truck. Would you report it to your boss?

8. You work in a busy insurance office. There is a great deal of work to do. You really try to do your best and feel you are succeeding. You know your work is quality work. Your supervisor seems to continuously criticize you. She does very little productive work herself. You feel very bad at the end of each work day. Would you talk to your supervisor about this problem?

HS-360

HUMAN RELATIONS PROBLEM SITUATIONS

1. How can I keep a positive attitude when my job is boring?

2. To whom should I turn if I run into a human relations problem I can't handle myself?

3. What do you do when you feel your immediate supervisor is strongly prejudiced against you?

4. Isn't it possible that if you are human--relations smart, your co-workers might become envious, and as a result, you might do more harm than good?

5. How do you "get through" to someone who is human-relations "dumb"?

6. Can a person be formally trained to be more sensitive to the needs of others; and as a result, understand themselves better and become more human-relations smart?

7. What if I should "get stuck" in an assignment with no future? How do I go about getting a transfer?

8. What action would I take if I find myself in a position for which I am overqualified?

9. When and how should I go about asking for a raise or salary adjustment?

10. Why do we need good human relations with people we may never see again?

11. If you are human-relations smart but your supervisor is not, how do you use your human-relations ability to reach your goals?

12. How do you maintain good human relations when trying to rebuff advances from a member of the opposite sex who is in your department, especially if it is your supervisor?

13. How can you build good horizontal relations with others when they know you are a good personal friend of the manager?

14. How do you handle a situation in which two of your co-workers have a very strong dislike for each other, and you are in the middle?

15. What if I should discover a fellow employee being dishonest? What responsibility do I have to the company?

16. Do I have a public-relations responsibility to my company?

17. Is too much conformity demanded in a large organization? Must I lose my individuality to build a career?

Area III- Category I- Competency 55, 60

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: FINDING JOBS

COMPETENCY 1: I KNOW WHAT JOBS ARE AVAILABLE LOCALLY.
COMPETENCY 2: I KNOW THE BENEFITS, WORKING CONDITIONS, AND OPPORTUNITIES FOR ADVANCEMENT IN JOBS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: NEWSPAPER WANT ADS AND HANDOUT

"DO-WA-CHA-DO"

INTRODUCTION: Students need to know the jobs available in their local economy. This activity introduces them to major jobs and related fields.

PROCEDURE:

1. Name the major industries in your area. List them on the chalkboard as students respond. (Agriculture, McDonnell Douglas, etc.)
2. Ask students to discuss industries in which their parents work.
3. Ask what other jobs parents have had. List them on the board.
4. Ask about any unusual jobs parents have had.
5. Ask if students know what kind of education or training is required for each job on the board. (Avoid discussion of pay)
6. Pass out the Want Ads from the newspaper to each student.
7. Ask each student to complete the attached handout.
8. On the board, make three columns titled, "benefits", "working conditions", and "opportunities for advancement". Brainstorm specifics for each of these categories. Then select some of the jobs students have named and which descriptions in each of these three columns would apply to each job.

OBSERVATION NOTES

As students complete the handout, walk around the room and offer assistance to those who have difficulty in completing it. Notice students who need help with the "Parent" question and suggest they use a grandparent or uncle perhaps.

Name ______________________________

1. My mother works as a __________________ at ______________ .

2. My father works as a _________________ at ________________ .

3. What education or training is required for these jobs?

   ____

4. Are these jobs available in this locality? __________________

5. Are there local want ads for these jobs? __________________

6. Name one job you are interested in. _____________________

7. How many want ads are there for these jobs? _____________

8. Does the ad list requirements for this job? _______________

   What are they? ____

Area III- Category I- Competency 56

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: FINDING JOBS

COMPETENCY: I KNOW HOW TO FIND PART-TIME WORK AND SUMMER WORK.
TIME: CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: COPIES OF "PART-TIME JOB ASSESSMENT"

"PART-TIME JOB ASSESSMENT"

INTRODUCTION: Students can be helped to learn more about themselves and the world of work as a result of their part-time work experience. This activity might best be used with students trying to select careers or trying to assess their own interests, strengths, and abilities in relation to work.

PROCEDURE:

1. As you distribute the worksheet, say to the group, "One way you might view your part-time job is in terms of how much you make per hour. This is very understandable since money is one of the immediate rewards of a job. Your part-time work also provides added benefits for you in terms of what you can find out about yourself and your job future. Your part-time job is related to your future career in several ways:

   a) The attitudes you develop toward part-time work probably will carry over to your future full-time job.
   b) If you have a part-time job that is similar to your career goal, the job gives you a chance to "test out" how you will like your future career.
   c) If you are a good worker at your part-time job, you can use your present employer for a recommendation later on. Time spent evaluating certain aspects of jobs you have held can help you choose future work experiences wisely.

2. Assist students in recalling the job or jobs they have held. Note that they may consider part-time, summer, full-time employment, or any volunteer work that they may have done. Then suggest that they select the two jobs (or one) that they think may be of help in learning the most about themselves. Emphasize that it did not have to be the most pleasant job experience and that, in fact, they may learn more from choosing a somewhat unpleasant one.
3. Allow time for students to complete the worksheet. Circulate and assist students as needed.
4. Encourage students to share their assessments with the group."

OBSERVATION NOTES:

Students who have no job experience may be assisted by encouragment to recall jobs they have had at home, at church, or in various clubs or organizations. These students also may be experiencing some resentments or other feelings related to personal difficulties in getting a job. These students may benefit from individual counseling. Invite them for a follow-up conference as time permits.

PART-TIME JOB ASSESSMENT

1. Name of job and three main duties: ______________________________

____

____

____

2. What did you like most about the job? ______________________

____

3. What did you like least about the work? ____________________

____

4. List three things you learned about yourself from the job.

____

____

____

5. List three things you learned about the world of work from this job.

____

____

____

6. Name two things that you have concluded about your future career and educational plans.

____

____

If you have had no work experience, consider these three questions:

1. Has something prevented you from being hired or do you not care to work?

____

2. Do you have any feelings about this? ______________________

____

3. Does this tell you anything about yourself? ________________

____

HS-365

Area III- Category I- Competency 56

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: FINDING JOBS

COMPETENCY: I KNOW HOW TO FIND PART-TIME WORK AND SUMMER WORK
TIME: 1 CLASS PERIOD
GROUP SIZE: SMALL GROUP GRADE LEVEL: 9-10
MATERIALS: YELLOW PAGES-SEVERAL COPIES AND HANDOUTS OF "SAMPLE INDEX" AND "SAMPLE ALPHABETICAL LISTING" PAGE AND "A JOB FOR LEONARD"

"USING THE YELLOW PAGES FOR JOB LEADS"

INTRODUCTION: This lesson will provide opportunities for students to apply basic reference skills to objective in the area of Reading/Language Arts; use reference materials and sources to obtain information to solve problems. Specifically, this lesson will provide an opportunity for students to practice using the Yellow Pages to obtain information about careers.

PROCEDURE:

1. Arrange students in small groups. (The number of groups will be determined by the number of Yellow Pages directories available.)
2. State that the Yellow Pages could be an additional supplementary source of information when job hunting. Within this directory are listed most of the businesses and industries in your community. Today we will focus only on the index and the alphabetical listings as a means of developing job leads.
3. Distribute handouts of the sample index and alphabetical listing.
4. Examine the sample index with the students. Note the following:

   a) All entries are in alphabetical order.
   b) All entries have a page number or numbers.
   c) Some entries have subtopics which break larger categories into more specific ones.
   d) Some entries have a note that begins "See," which tells you where else you might look for more information.

5. Invite students to make a list of the page numbers to be referred to later.
6. Direct the students' attention to the sample listing portion of the handout. Note the organization of the information and the type of information given.
7. Distribute copies of "A Job for Leonard."
8. Read the text material orally and identify the facts with students.
9. Allow students to work in groups in completing the activity provided.
10. Invite students to share the completed activity with the entire group.
11. As a follow-up activity, encourage the students to identify some skill or interest area to be used in developing job leads for themselves.

OBSERVATION NOTES

Some students may experience difficulty in identifying a skill or area of interest to be used in developing job leads. The counselor may wish to develop a list of jobs that commonly are done at home or in the neighborhood. These jobs should be directly transferable to the world of work. Some examples are painting, lawn care, wall paper hanging and baking pastries.

Sample Index

Bibles 199

Bicycles-Dealers 199, 200

Bicycles-Renting 200

Bicycles-Repairing 200

Bicycles-Wholesale
& Manufacturers 201

Bid Reporting Service SEE
Construction Reports 333

Bill & Coin Changing Machines SEE
Coin & Bill Changing Machines 320

Billiard Equipment &
Supplies 201, 202

Billiard Parlors 202

Billing Machines SEE Accounting
& Bookkeeping Machines &
Supplies 3, 4

Sample Alphabetical Listing

BICYCLES-REPAIRING
A-1 Bicycle Sales & Service
    10211 Manchester 821-0216
A & M Cycle Co. 4282 Arsenal 776-1144
Baden Bike Center North
    8209 N. Broadway 385-0364
Bel-Nor Bicycle
    8400 Natural Bridge 383-6500
Bicycle Center
    All Makes Repaired
    Schwinn & Raleigh Dealer
    3 Blks. N. of Clayton Famous
    7401 Pershing 727-8458
Bicycles of Kirkwood
    See Our Ad Bicycles-Dealers
    112 N. Kirkwood Rd. 821-3460
Big Bend Bikes
    8748 Big Bend Blvd 961-7331
Bike Import Inc.
    6273 Delmar 727-8039
Bike Pedalers The
    2241 S. Brentwood Blvd 961-6213
Bikes Etc.
    16 Village Plz. 464-0853
Bikes Unlimited
    6008 Southwest 781-4291
Chesterfield Cyclery
    At Clayton Rd.
    520 Baxter Rd. 227-3700
Crestwood Cyclery
    Just West of Crestwood Plaza
    10019 Hwy. 66 822-2226
Creve Coeur Cyclery
    1 1/2 Miles West of I 270
    12995 Olive Street Rd. 434-9911

"A JOB FOR LEONARD"

Leonard loves to fix things; he is especially good at repairing bicycles. Everyone in the neighborhood looks him up when something goes wrong with their "10-speeds." He does everything from fixing flats to rebuilding bikes from discarded parts he acquires. He does such an excellent job that he's been able to sell two of these bikes at $30.00 each.

Leonard needs a summer job. He wants to work someplace where he can do what he likes - repair bikes. He starts off in the Yellow Pages.

* Use the sample index and listing pages provided to answer the following questions.

1. Under what index heading would Leonard look? ______
   ____

2. What sub-topic would be best for his purposes? ______
   ____

3. To what page would he turn for the specific companies?
   ____

4. Looking at the listing page, how many companies are listed under the heading "Bicycles - Repairing"? ________
   ____

5. Which company states that they repair all bicycle makes?
   ____

6. When calling the companies listed, what are three (3) possible questions Leonard might ask? ________________
   ____
   ____

7. Knowing all of Leonard's skills, what other sub-topic for bicycles could he possibly check as needing a bicycle repair person? (State why.) __________________________
   ____
   ____
   ____

Area III- Category I- Competency 57, 59

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: FINDING JOBS

COMPETENCY 1: I KNOW HOW TO FIND A FULL TIME JOB AFTER GRADUATION.
COMPETENCY 2: I KNOW WHICH PERSONS AND WHICH AGENCIES WILL HELP ME FIND A JOB.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: "SOURCES OF INFORMATION FOR SEEKING A JOB" AND "SOURCES OF INFORMATION?" AND ITS ANSWER KEY

"STEPS IN FINDING A JOB"

INTRODUCTION: There is help available to students seeking employment after high school. There is also a logical procedure to use in this search. This lesson is an introduction and overview. It will direct the individual students into more in-depth activities based on their present degree of knowledge of the job-seeking process.

PROCEDURE:

1. Explain to the class the purpose of this lesson as outlined in the above introduction.
2. Ask, "What do you think is the first step in finding a job?" The answer should be "assessing your interests and skills." Spend some time brainstorming skills or interests high school graduates may have that would make them marketable. Ask each student to list on a sheet of paper three or four skills or interests of their own that they would like to incorporate into a future job. Explain that any of them who cannot do this could take an interest survey or use Missouri View (depending on what is available in your area) in order to identify their own interests and skills.
3. The next step is to select an employment objective or specific job. This should be based on their interests and skills as well as the long range career potential of the objective. Ask the class for "homework" to interview their parents or neighbors about the sequence of jobs that led them to their present employment. Ask them also to inquire about which jobs in retrospect were "dead ends" and which ones helped them move on to better ones.

4. In order to gather information about jobs that are available, many sources can be tapped. The Department of Labor conducted a survey in which thousands of job holders were asked how they found employment. The answers were:

Private Employment Agencies	1%
Public Employment Agencies	3%
Help Wanted Ads	5%
School Placement Services	5%
Direct Contact with Employers	24%
Friends and Relatives	48%
Some Combination of the Above	13%

5. Hand out "Sources of Information for Seeking a Job" and discuss. Especially note the advantages and disadvantages of each. Use the questions on the "Sources of Information" worksheet to lead the discussion.

OBSERVATION NOTES

The key to seeking a good job, as opposed to just a minimum wage time-filler, is knowing yourself. After this overview, many students will need to go back to this step and go into depth to assess their strengths, weaknesses, interests, and skills.

SOURCES OF INFORMATION FOR SEEKING A JOB

Sources of Information: News Media

Where to Find: Newspaper, Radio, Television, News Magazine

How to Use: Pay attention to news items that give an indication of possible future jobs. Examples of stories that would indicate new jobs: "Government awards contract to General Hospital to expand facilities."

Advantages: You can make inquiries about jobs before ads appear. Because you were early and you were so alert, you might stand out in employers' minds.

Disadvantages: Requires time and effort. Takes assertiveness on your part to find the jobs.

Sources of Information: Yellow Pages

Where to Find: Telephone directory.

How to Use: Read through the index in back of the Yellow Pages to identify categories.

Kind of Service: Almost every type of employment and potential employer is available. The telephone company has been kind enough to provide you with this list at no charge.

Advantages: No fee. Easily available. Has proven to be effective method of identifying potential employers. Shows an employer that you have initiative.

Disadvantages: Takes time and effort. Takes some courage to call.

Sources of Information: Word of Mouth

Where to Find: Friends, Neighbors, Relatives, Co-Workers, Potential Employers, and School Friends

How to Use: Don't keep it a secret that you are interested in a job. The more people aware of your job search, the wider your scope. Tell all your friends.

Advantages: Remember, 80% of the jobs are filled through "word-of-mouth" grapevine. No fee.

Disadvantages: You many not want your present boss and/or fellow workers to know you are looking for a job.

Sources of Information: Professional Journals, Newsletters, and Trade Magazines

Where to Find: Libraries usually have them.

How to Use: Most of these have regular sections of want ads.

Kind of Service: Books and resources are helpful to the job seeker.

Advantages: You are getting information from a more direct source.

Disadvantages: Many of the positions listed are for highly trained, educated or experienced applicants, but there are also positions requiring less training listed in these sources.

Sources of Information: In-House Newsletters

Where to Find: Larger companies often have newsletters to keep the employees informed about job vacancies.

How to Use: Personnel offices often post these on a bulletin board.

Advantages: Discover openings before they are publicized.

Disadvantages: Usually come out weekly or monthly and it can be a nuisance to pick it up.

Sources of Information: Union

Where to Find: Yellow Pages have listings of unions. They may or may not have specific job placement services, but if you talk to some of the officials, they can give inside tips. Ask for names of people who can give you further assistance.

How to Use: Write or call the union to discover what services they offer. Most unions have good printed materials at no charge.

Advantages: You are getting information from someone who is in contact with many potential employers. No fee.

Disadvantages: Takes time and effort. Takes courage to call someone you don't know.

Sources of Information: State Employment Agencies

Where to Find: Every state has employment offices, usually in the major cities. Look in phone books under your state offices.

How to Use: Call for information regarding procedures. Go to the office and request their services.

Kind of Service: They offer information on changes, trends and opportunities. Offer aptitude testing and counseling. Register, classify, select, and refer people to employers. No fee.

Advantages: You can get information about job opportunities in other cities and states. That has a record of placing approximately 50 percent of the users. No fee.

Disadvantages: Based on a survey, a high rate of those placed did not keep their job very long. The counseling offered is usually in regard to jobs only - not taking into account your interests, values, short and long term goals.

Sources of Information: County and City Personnel Offices

Where to Find: Look in the phone directory under county or city name.

How to Use: Go to the personnel office to file application.

Kind of Service: They have a comprehensive list of positions available as well as a list of current job openings.

Advantages: Centralized sources of information. No fee.

Disadvantages: Personnel office doesn't do hiring; they merely process applications.

Sources of Information: Civil Service Commission

Where to Find: Look in the telephone directory under U.S. Government (Libraries have telephone directories of large cities.)

How to Use: Go to the office and indicate that you need information.

Kind of Service: They provide a list of job descriptions and requirements for the job.

Disadvantages: The competition is stiff because of the high number of applicants.

Sources of Information: **Private Employment Agencies**

Where to Find: Most cities have them. Listed in Yellow Pages.

How to Use: Be sure to read the application, as it often is the contract.

Kind of Service: Provide you with a list of job openings.

Advantages: Since their major goal is to make money, they are very active in searching for jobs.

Disadvantages: Since their main goal is to make money, they are not so concerned with a "good job" for you but just "any job."

Sources of Information: **Want Ads**

Where to Find: In the newspaper. Sunday editions often have more listings. Don't overlook smaller community newspapers.

How to Use: Most often, jobs are listed in alphabetical order.

Advantages: Delivered right to your door. Provides daily listings. Lists jobs currently available. Costs only the price of the paper.

Disadvantages: Only about 15 percent of jobs are obtained through ads. Beware of "come-on" ads promising fantastic jobs.

Sources of Information: Placing Your Own Ad

How to Use: Write your ad to include specific skills. Place in the paper. Wait for calls.

Advantages: Gives you one more source of visibility.

Disadvantages: Not very effective, particularly when unemployment is high or there is an excess in your field.

Sources of Information: Placement Offices

Where to Find: Colleges, universities, community colleges, technical schools.

Kind of Service: The office will keep a file of your transcripts, records, letters of commendation and other pertinent job-seeking information.

Advantages: Your records, letters, etc. are mailed for you to save time and effort.

Disadvantages: Some schools provide the service for graduates only.

SOURCES OF INFORMATION

1. How can T.V. be a source of information about a job opening? Give an example.

2. What might be a disadvantage of using the Yellow Pages to find out about job openings?

3. How might potential employers give you information about other job openings?

4. Why might it be bad for your present boss to know that you are looking for another job?

5. What is a professional journal?

6. How might a relative of a friend who works for a large company know about job openings in their company that are in different departments from their own?

7. Can you get a union job if you aren't in a union?

8. Do state employment agencies charge you fees?

9. Do state agencies list city and county positions? If they do not, where might be another place to look for them?

10. Is Civil Service the military?

11. What are the disadvantages of a Private Employment Agency?

12. Some students will continue their education after high school. What additional sources of job information will they have?

13. What source of information might be used by someone interested in a job as a nurse?

14. What source of information might be used by someone interested in a job as a construction worker?

15. When is the largest list of Want Ads published?

16. "Mail Carrier" would be a job classified under which source of information?

17. Who offers aptitude testing as a free service as a part of job placement?

18. Which agencies have a history of placing people in positions which they do not keep for very long?

19. Name a source of information which has not been listed.

ANSWER KEY
"SOURCES OF INFORMATION"

In many cases there are no definitive answers. The answers given below are suggested answers. You will be the final judge of the value of the answers given.

1. Announcements and news items on television can inform you about future job possibilities. Ex. "Government awards contract to General Hospital to expand facilities."
2. Using the Yellow Pages to find out about job openings requires time and effort. The job seeker also must have courage and initiative to call the prospective employer.
3. Potential employers can tell you about other job openings within their company and other companies that may be hiring.
4. Your present boss or supervisor may be negative if he knows you are looking for another job; he might not give you the promotion you are expecting, he might not trust you, and he may expedite your leaving.
5. A professional journal is a publication prepared by, and intended for, members of a specific profession or trade.
6. Your relative or friend may be aware of job openings in their company because openings are posted and discussed by workers.
7. You may be hired for a union job if you do not belong to a union, but you will be expected to join the union after you have been hired or worked for a trial period.
8. State Employments Agencies do not charge fees for their services.
9. Job openings for city and county positions are listed through the city and county personnel offices, the public libraries, and sometimes through employment agencies. The openings are not always listed at State Employment Agencies.
10. No, the Civil Service is not the military.
11. A Private Employment Agency's main goal is to make money. They are concerned with helping you get a job, not necessarily a good job or the best job for you.
12. College and trade school placement offices are additional sources of job information for students who continue their education after high school.
13. An individual may obtain information about a career in nursing through the want-ads, placement offices, and professional journals.
14. A construction worker may explore job openings through the want-ads, the Yellow Pages, or at a union office.
15. The most extensive list of want-ads is published in the weekend newspaper.
16. The Civil Service commission would be a source of information for someone seeking a job as a mail carrier.
17. State Employment Agencies offer aptitude testing as a part of their job placement service.
18. State Employment Agencies have a history of placing people on jobs which are not suited to their skills, interests, and aptitudes.
19. Teachers, counselors, etc. are sources of job information which are not listed on the "Sources of Information for Seeking a Job" chart.

Area III- Category J- Competency 61

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

COMPETENCY: I KNOW HOW TO IMPROVE MY WRITING, READING, SPEAKING, LISTENING AND MATH SKILLS.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: "SURVIVAL GUIDE FOR HIGH SCHOOL STUDENTS AND PARENTS"- ONE COPY PER STUDENT

"GUIDE TO SUCCESSFUL STUDYING"

INTRODUCTION: Many students need an orientation to successful study techniques when they encounter the increased workload at the secondary level.

PROCEDURE:

1. Introduce the need for improved study skills at the high school level. Cite changes in the curriculum, the increased number of distractions, the increased importance of good grades, etc.
2. Distribute copies of the "Survival Guide for High School Students and Parents" or other materials and explain each aspect of successful studying. Obtain feedback on each aspect of successful studying.
3. Summarize the key points with the class and ask the students to volunteer their ideas.

OBSERVATION NOTES

Encourage students to become maximally involved in the discussion. The flyer used in this lesson may also be presented to parents during an "open house" meeting. Most successful results are obtained when both parents and students have received this orientation to study skills.

SURVIVAL GUIDE FOR HIGH SCHOOL STUDENTS AND PARENTS

STUDY SKILLS

YOUR SUCCESS as a high school student will depend a great deal on how efficiently you use your study time. The California Teachers Association has collected some tips from classroom teachers to help you reach your full potential in high school.

STUDYING

STUDY a little bit every night. Don't try to cram the night before a test. Don't study for too long at one time. Take a break now and then.

YOUR STUDY SPOT should be well lit, comfortable, and distraction free. TVs and stereos prevent you from concentrating and making your study time less efficient.

REST , relaxation, exercise, and a proper diet are all important parts of your preparation for school. A high protein, low sugar breakfast is helpful for maintaining a constant energy level all day.

THINK of your study time as a pleasant learning experience, not a chore.

PREPARING FOR TESTS

KEEP UP with your schoolwork. Once you fall behind, it's hard to catch up.

PAY ATTENTION to review sessions. Ask questions about what type of questions to expect. If you don't understand something, **ask** your teacher.

EMPHASIZE the major ideas (concepts) of the test material. Learn the key vocabulary words. Make flash cards of the vocabulary if it helps you. Have someone test you on them.

TAKING THE TEST

DON'T PANIC! **Everyone** feels tension before a test. Tension helps you stay alert. Let it work **for** you.

READ THE ENTIRE TEST before you do anything else. This will allow you to:

*Get rid of a few of the butterflies.
*Choose the easiest questions to start on.
*Budget your time.
*Start your subconscious mind working on the tougher questions. You'll find that when you come back to them, the answers often pop right out.
*Pick up clues to some questions in other questions.

Reading the whole test will save you time in the long run.

LOOK FOR CLUES in the test questions themselves.

* Use the process of elimination for matching or multiple choice questions.
* In true/false tests, look for words such as **all, always, never,** and **none**. If you can think of just one exception, the question is **false**.
* For essay questions, **think first**, jot down a few key words or (better yet) a simple outline, **then** write your answer.
* If you have trouble interpreting a question, think about the **concepts** that you studied. One of them will probably be the key to the answer.

TAKING LECTURE NOTES

DON'T TRY to write down everything the teacher says. Listen carefully until you understand the point that is being made, then write it down in your own words. Pay particular attention to examples.

DON'T BE AFRAID to ask questions when you don't understand. If you don't understand, the chances are that other people don't understand either.

GO OVER YOUR NOTES during your regular evening study session, while they are still fresh in your mind. Add whatever you need to make your notes clear. If you let the notes sit until the night before the exam, they may make no sense to you at all. By looking them over while they're fresh in your mind, you'll have time to ask questions if you don't understand.

READING SKILLS

TEXTBOOKS

BEFORE YOU START READING an assignment in a textbook, it helps to ***PREVIEW*** the material. Previewing consists of the following steps:

a. Look at all of the illustrations and read the captions.
b. Read all of the ***BOLDFACE*** words in the chapter. Topic headings and key vocabulary words are often printed in boldface.
c. ***READ*** the first and last paragraphs in the chapter.
d. ***BRIEFLY READ*** any questions, vocabulary lists, chapter summaries or chapter objectives if they are present.
e. ***SKIM*** the entire chapter. This means that you just scan the material quickly, letting your eyes pick up words and phrases more or less at random.

PREVIEWING gives your mind an outline of the material you are about to read. The outline will act as a framework into which you will be able to sort the details of the chapter into their proper places. Previewing is a way to help you to remember what you read.

READING ENVIRONMENT

READ in a distraction-free environment. Your study area is also probably your best reading area.

GOOD LIGHTING is a must. Light should come over your shoulder to avoid shadows, but don't read in a dark room under a bright light.

IF YOU CAN'T READ for a reasonable time without getting tired, restless, or eyestrain, you **may** have a vision problem. Have your eyes tested if there's any question. If you are supposed to wear glasses, **wear** them.

Area III- Category J- Competency 62

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING BASIC SKILLS AND STUDY LEARNING SKILLS

COMPETENCY: I COMPLETE THE TASKS AND PROJECT WHICH I START.
TIME: 30 MINUTES
GROUP SIZE: 30 GRADE LEVEL: 9-10
MATERIALS: "DISCOVER YOUR ATTITUDE TOWARD STUDY" - ONE COPY PER STUDENT

"YOUR ATTITUDE AND WHAT YOU ACCOMPLISH"

INTRODUCTION: Many students can list basic good study habits. However not all of them actually follow through and put these into practice. This activity deals with the attitudes and feelings that either facilitate or impede good study practices.

PROCEDURE:

1. Ask "How many of you think you could make the honor roll if you really tried?"
2. Ask "What are some things students do to make the honor roll? Brainstorm answers to this question and list responses on the chalk board.
3. Briefly explain the above introduction to the students.
4. Distribute "Discover Your Attitude Toward Study" and ask the students to answer the questions and tabulate their scores.
5. Ask the students to analyze their answers individually and decide on one area they would like to improve. Ask students to volunteer their decisions and any thoughts they might have on how to implement their decisions.
6. Offer individual help to any students who think they need it in order to accomplish their goal. Explain that one key ingredient to changing a behavior is to tell someone else what you are going to do. Also tell them how soon they can expect an appointment if they ask for one.

OBSERVATION NOTES

The discussion of making a decision to change leads naturally into goal-setting. Depending upon the response of the group, you may want to schedule a follow-up session on this topic.

DISCOVER YOUR ATTITUDE TOWARD STUDYING

To learn and apply time-saving study skills, you must have a positive attitude. Your attitude and motivation will make all the difference. To measure your attitude toward studying, complete this exercise. Read the statement and **circle** the number that best describes how you feel. For example, if you circle a 5 you mean your attitude could not be better in this area; if you circle a 1 you mean that your attitude needs considerable improvement. Be very honest.

	High				***Low***
If I fail a test, I increase my efforts and get help from somewhere; a teacher or a tutor.	5	4	3	2	1
My concentration is strong. I am not easily distracted.	5	4	3	2	1
The challenge of reading a difficult textbook does not throw me.	5	4	3	2	1
Although busy, I always manage some time to study.	5	4	3	2	1
When I have a boring instructor, I work harder to make the material interesting.	5	4	3	2	1
I have a reason for going to school and know that studying will get me closer to my goal.	5	4	3	2	1
My moods seldom prevent me from completing my work.	5	4	3	2	1
I attend class regularly.	5	4	3	2	1
I know how to reward myself for finishing a difficult assignment.	5	4	3	2	1

___ ___ ___ ___ ___
5 4 3 2 1

TOTAL SCORE ____

My general attitude is:	EXCELLENT	( )	(45-40)
	GOOD	( )	(39-30)
	NEEDS HELP	( )	(29- 0)

Area III- Category J- Competency 63

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

COMPETENCY: I KNOW HOW TO IMPROVE MY TEST-TAKING SKILLS.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: "FIVE EASY STEPS FOR IMPROVING TEST SCORES" AND "TEST YOUR TEST-TAKING SKILLS"

"FIVE EASY STEPS FOR IMPROVING TEST SCORES"

INTRODUCTION: Although students have probably been introduced to test taking information before high school, a brief review early in the high school experience may be beneficial. This lesson highlights five points helpful to students in the actual test situation.

PROCEDURE:

1. Introduce the lesson by stating that today some helpful hints on test-taking will be reviewed.
2. Ask students to note some ideas that they usually keep in mind while taking a test.
3. Distribute copies of "Five Easy Steps for Improving Test Scores". State that students may find these five (5) steps to be helpful in test situations.
4. Select volunteers to read the information on the handouts. Discuss each point as needed.
5. Distribute copies of "Test Your Test-Taking Skills".
6. State that students will now have an opportunity to apply information that has just been reviewed.
7. Allow students ten (10) minutes to complete the test. Note that most students are not expected to finish within this time period. The short time limit gives students an opportunity to make decisions regarding their use of time.
8. At the end of the ten-minute time period, ask students to STOP.
9. State that we will not "check" the test for right or wrong answers. We will recall our approach to the test and some decisions that were made based on the five (5) steps presented earlier.
10. Invite students to share with the group some decisions that were made during the test-taking situation and why they were made.

11. Some points that may be emphasized during the discussions are as follows:

    a) Note the point value for test questions before beginning. Some "harder" questions have fewer points than easier ones. Did you use your time wisely?
    b) Note the word "never" in the True/False question. This is a clue word. Also question #2 relates directly to question #3.
    c) Note that students may wish to skip questions 5, 6 and 7 and complete 8, 9 and 10 first.
    d) Students also may wish to do the 10-point bonus question early in the test to insure gaining more points.

12. Encourage students to keep this handout on "Five Easy Steps for Improving Test Scores" handy for a reference at a later time.

OBSERVATION NOTES

Students may be overly concerned with the right and wrong answers on this test. Emphasize that their approach to the test is our concern today. If students are interested in their scores, invite them to work together at a later time to score the test. Also, note students who appear to be unusually anxious and invite those students for individual follow-up counseling. Counsel the students on pointers to reduce test anxiety.

FIVE EASY STEPS FOR IMPROVING TEST SCORES

When taking a test there are several things you can do that can help make it easier and that will help you achieve a higher score. Here are five simple step that, when followed, can help ensure a better chance for success.

1. Preview the Test. Look over, or preview, the entire test before answering any questions. By doing this you will get a quick idea of what the test is all about.

2. Arrange your time. Find out how many points each question is worth. Some questions might be worth more than others. You'll want to make especially sure that you do the questions of higher value. If the test contains essay questions, make sure to allow enough time to complete them.

3. Look for clue words. Be aware of and look for words that tell you what type of question you are answering. Here are some clue words to look for on tests: (a) In the following example the word "an" is a clue word telling you the answer "b" is the correct one: A formal speech is an

    a.___conversation
    b.___oration
    c.___talk
    d.___rambling

    (a) The word "an" is used only before words that begin with a vowel (a,e,i,o,u). Answers "a", "c" and "d" do not begin with vowels; therefore, "oration" has to be the correct answer.

    (b) There are important clue words to look for on true/false test, also. Words such as, "all", "always", "never", and "none" have no exceptions. Very often, but not always, these clue words tell you that the statement is false. Clue words such as "many", "may", "some", and "might" leave room for some exceptions. These words are often clues that the statement is true. Examine the examples below:

Examples: T F All police officers are men
T F Some police officers are women

(c) The clue words on essay tests tell you exactly what you have to do. Watch for them--define, explain, outline, describe, compare and discuss.

4. Answer the easy questions first. Previewing the test (Step 1) helps you with this step. Do all the questions for which you know the answers first, while perhaps making a mark next to those items you're not sure about. After doing the questions you know, go back to the ones you skipped. By doing this simple procedure you've made sure that you have completed those answers you could answer in the event you don't finish the test. On essay tests, this test step is perhaps even more important.

5. Review the test before handing it in to your teacher. Look over your test when you have finished. You many find some careless mistakes. When reviewing an essay test, consider these questions:

   a. Did I write what I really meant?
   b. Did I really answer what the questions asked?
   c. Are my answers clear? (Is it obvious what I'm trying to say?)
   d. Did I follow the directions and answer all the questions to the best of my ability?

TEST YOUR TEST-TAKING SKILLS

Points

10 1. The five vowels are __ __ __ __ __.

10 2. A consonant that is sometimes used as a vowel is__.

15 3. There can never be a vowel sound in a word without a vowel letter. T F

15 4. How many syllables does the word equitable have?__

Write the meaning of each word below:

5 5. innocent______________________________________

5 6. erroneous_____________________________________

10 7. enfranchisement________________________________

Divide these words into syllables:

10 8. escape

10 9. engrave

10 10. inopportune

10 point Bonus - Write a three syllable word and its definition.

____

Area III- Category J- Competency 64

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

COMPETENCY: I KNOW HOW TO DEVELOP LEARNING HABITS AND SKILLS THAT I CAN USE THROUGHOUT LIFE.
TIME: 50 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: "THE WHY I MISS FOLLOWING DIRECTIONS LIST", "INSTRUCTIONS FOR CARE AND USE" OF THE DYNAMO, AND WORKSHEET- "USING THE DYNAMO"

"FOLLOWING DIRECTIONS-THE DYNAMO"

INTRODUCTION: Being able to follow directions is one of the most important skills that one can develop. The skill of following directions is directly related to achievement in school and beyond graduation. It is also a skill that is directly transferable to the world of work. The following lesson offers an opportunity for students to evaluate their reasons for not following directions. It also offers an opportunity for practicing the skill of following directions.

PROCEDURE:

1. Introduce the lesson by highlighting the following information:
   In school you must learn to listen carefully. If you don't, you may find that you've earned a lower grade than you should have, or you might cause yourself to do extra work. It is important that you establish the habit of listening to directions all the way through. Each teacher has his/her own way of doing things. As a student, you can't assume that the directions from each of them are going to be the same, and you can't assume that you know what to do before the directions are given completely. Failure to follow written directions can cause the same difficulties. Just because you are taking a true/false test does not mean that you'll always write "T" or "F". The directions might tell you to write out the entire words "True" and "False", or they might tell you to write the number "1" for true and "2" for false. You won't know for sure unless you read the directions completely.
2. Ask students to think of a time in the recent past in which they did not follow directions well.

3. Distribute- "The Why I Miss Following Directions List".
4. Ask a student to read the directions aloud.
5. Allow approx. 5-10 minutes for students to complete the list.
6. Ask students to share something that they have learned about themselves as a result of completing the worksheet.
7. Tell students that they will now have an opportunity to practice following directions.
8. Distribute remaining handouts:

   a) Instructions for care and use of the Dynamo. (A hair dryer is referred to as the Dynamo)
   b) Using the Dynamo

9. Introduce this activity by stating the following:
   The failure to follow written directions can have far more serious consequences away from school. The directions on medicines, toys, tools, appliances, etc., are there for your protection, and also, for the protection of the product. Failure to read and carefully follow these types of directions can cause you serious harm. If you don't use a product properly, you do damage to it as well. So, as you can see, being able to read and to follow directions accurately is a skill that is important not only in school, but outside of school as well. It's important in your efforts at school; it's important to your well-being.
10. Ask volunteers to read aloud the instructions for care and use of the Dynamo.
11. Encourage students to complete the worksheet in class if time permits; if not, it may be done as a homework assignment.

OBSERVATION NOTES

During the completion of the "Why I Miss Following Directions List", the counselor may observe students who could benefit from individual follow-up counseling. If given early in the semester, the counselor may use the list as a perfect "lead-in" with students on initial visits to the counselor.

THE WHY I MISS FOLLOWING DIRECTIONS LIST

Complete the statement below by circling the reasons you have missed following directions. Then place a check on the line that best describes how you feel about that reason.

I have missed following directions at times because:

		Good Reason	Ok, if it doesn't happen too often	Poor Reason
1.	I don't like school.	____	____	____
2.	I don't like some classes.	____	____	____
3.	I was thinking about something else.	____	____	____
4.	I didn't get enough sleep the night before.	____	____	____
5.	I don't like some teachers.	____	____	____
6.	I don't want to do homework.	____	____	____
7.	I just don't care.	____	____	____
8.	I thought I understood.	____	____	____
9.	I am bored with school.	____	____	____
10.	I had more important things to do.	____	____	____
11.	I am a poor reader.	____	____	____
12.	I was "daydreaming".	____	____	____
13.	I would rather have been somewhere else.	____	____	____
14.	I was sick.	____	____	____
15.	I can't stand to be in school all day.	____	____	____
16.	I can't get organized and ready to do assignments.	____	____	____
17.	I can't get interested.	____	____	____
18.	It was too noisy at the time.	____	____	____
19.	A student next to me interrupted.	____	____	____
20.	I had trouble remembering more than one step in the directions.	____	____	____
21.	I didn't get to work immediately.	____	____	____
22.	I lacked pencil and paper.	____	____	____
23.	Teachers do not like me.	____	____	____
24.	I was doing another assignment.	____	____	____
25.	I think most other students are smarter than I am.	____	____	____

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USING THE DYNAMO

A. On the same sheet of paper answer the following questions based on what you read in the Dynamo's directions:

1. When should you not use the Dynamo?

2. What might happen if you get the Dynamo wet?

3. What should you do anytime you're not using the Dynamo?

4. What will happen to the Dynamo if the air vents get clogged with dirt, hair, or lint?

5. List the five steps to follow when the Dynamo overheats:

    a.
    b.
    c.
    d.
    e.

6. Under what circumstances would a child be allowed to use the Dynamo?

B. On a separate sheet of paper define the eight vocabulary words found in the directions for use of the dynamo. You may use a dictionary.

*Note - The Dynamo is referring to a hairdryer.

INSTRUCTIONS FOR CARE AND USE

- Never immerse the Dynamo in water.
- Never run attachments under water while the unit is plugged in.
- Never use the Dynamo while bathing or showering. (A wet electrical appliance can cause a fatal shock.)
- Keep air vents clear when the Dynamo is on. (When vents are covered, unit might overheat.)
- If the Dynamo overheats, it will automatically stop.
    a. Turn the unit off.
    b. Unplug it from the electrical outlet.
    c. Let it cool for a few minutes.
    d. Then plug it into an electrical outlet.
    e. Turn Dynamo back on and resume use.
- Always have the Dynamo turned off when not in use.
- CAUTION-CHILDREN should not use the Dynamo without adult supervision.

VOCABULARY

The following words are often found on directions to use electrical appliances. LEARN THESE WORDS!!

immerse
automatically
fatal
electrical outlet
shock
supervision
vents
unit

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

COMPETENCY: I KNOW HOW TO DEVELOP LEARNING HABITS AND SKILLS THAT I CAN USE THROUGHOUT LIFE.
TIME: 50 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-11
MATERIALS: "STUDY SKILLS SURVEY" WORKSHEET, NOTE CARDS, SMALL ASSIGNMENT NOTE PAD, 3-RING BINDER WITH POCKET FOLDER INSERTS

"STUDY SKILLS FOR HIGH SCHOOL AND BEYOND"

INTRODUCTION: This lesson is a general overview of study skills from getting organized to taking tests. It is focused on the different types of classes students have to study and thus is very practical.

PROCEDURE:

1. Explain to the group that the goal of this session is for each of them to identify three things they personally can do to improve their grades in school.
2. Distribute the "Study Skills Survey" to the class. Explain that this surey will help identify their present study habits. From this starting point, by the end of this lesson, each one will be able to find ways to improve their school performance.
3. Ask the class to answer the questions on the survey. When they are done, ask them to look over their responses.
4. Ask the group to keep in mind during the lesson the fact that at the conclusion they will be asked to set three goals related to their study habits and skills.
5. Write on the board in big letters, "GET ORGANIZED!" and explain that this is the key to all that follows. Ask, "What would this mean?" and invite the ideas of the group. The main idea is having what your need when you need it. Two items will greatly help.
6. First, display the three ring binder that contains a number of individual folders with pockets. Explain that this is an ideal tool. All materials for all classes can be kept and organized in one

place. The three rings hold notebook paper and the pockets can be used to secure handouts distributed by teachers in classes like health, home economics, and science.

7. Second, display a small pad of paper or spiral notebook to be used for assignments. Demonstrate using one page for each day, writing the date at the top, and then (in columns, left to right) each class, the assignment, and the date due. Further explain that when an assignment is completed, it should be checked. When it is turned in, it should be lined through.
8. Next, discuss ways to work while at school that will bring greater success.

   a) Active listening: While listening, taking notes of important points
   b) Active reading: While reading, taking notes of important points
   c) Eliminate: Writing notes to friends

   Ask "How do you keep involved and active in class?" Possible suggestions may include keeping your eyes on the teacher, volunteering to answer a question, asking a question, and trying to figure out how you will be tested on this material.
9. Explain that now you will talk about home and homework. "How can you make the best and most efficient use of your opportunities at home?"

   a) Commit to spending one to two hours per night. Even if a formal assignment isn't given, spending about twenty minutes per night on each subject to review and consolidate the current unit is extremely valuable.
   b) Get set up - find a place free of distractions.
   c) Should it be quiet? - Decide how you work best. Some people prefer and benefit from background sound, but if you find yourself singing along, you are probably being distracted from the homework.
   d) Do your studying apart from T.V., which draws your attention.
   e) Plan the order of your work. It is usually best to study for tests first. Second, tackle the hardest homework.
   f) Take a break every 20-30 minutes. Do something physical, even if it's just walking around or stretching.

10. Regarding the study of specific subjects, social studies, science, health, and sometimes English can all be approached with the technique of note cards. Using 3x5 note cards, turn your class and reading notes into questions, putting the question on one side and the answer on the back. Then as you review you can separate the cards into the ones you know and the ones you don't know. The last study session before a test, you should actually write out the answers and check yourself. Some of the cards you make can ask essay questions.
11. Explain the key points of writing an essay. Begin with a short word outline. Then develop a topic sentence and follow it with supporting details. After writing, read it back over to find and correct spelling, punctuation, capitalization, and incorrect usage.
12. Math requires a somewhat different approach.

    a) It helps to do lots of practice - in other words, lots of homework. Also pin the teacher down for help whenever you don't understand - even if you have to ask again and again and again! If it gets a little embarrassing with the whole class listening, go up to the teacher's desk during work time. If you can stay after school for more help, usually any math teacher around can and will help if you can't find your own teacher.
    b) At home just follow through a model problem in the book. Then try some without looking at the book's solution.
    c) Be solid on the rules for solving equations - memorize the order of the steps.
    d) Use note cards here too. From each day's assignment, make two, the problem on one side and the solution on the other. By the end of the unit you will have accumulated a practice test for review. This is the best method to keep all the concepts in a unit together for review.

13. Studying for tests means most importantly "non cramming." If you've followed all the previous recommendations, review will be just that-Review. Use your note cards. One other key point is to talk out loud as your study. This process stores the information through two channels-the auditory and the visual.
14. Ask "Do you have any questions about things you are presently doing?" Sometimes the issue of studying with friends is raised. This can be good in terms of quizzing each other or clarifying complex ideas, but you should also spend a good amount of time studying alone.

15. Ask each student at the bottom of their survey to set three goals. When done, ask for volunteers to share their goals. Finally, invite them to make an appointment after a couple of weeks to report on their success in meeting their goals.

OBSERVATION NOTES

This lesson would be appropriate near the beginning of the year with the entering class (9 or 10). It would also be appropriate at any time as a workshop offered to volunteers.

STUDY SKILLS SURVEY

I. Study Skills Survey

Answer the questions below honestly. This survey will help you learn more about your study habits. If you can develop good study habits, your classes will become more enjoyable to you and you will probably learn more. Please check as many answers as apply for each question.

	I never do this	I've done this in the past	I'm doing this now	I can do this in the future	I need help to do this
I pay attention in class.					
I do not disturb my neighbors.					
I make sure that I can see the blackboard.					
I make sure that I can hear assignments.					
I understand assignments when they are given.					
I ask my teacher for help when I do not understand.					
I write down assignments so that I will not forget them.					
I study at school during study time.					
I have set aside time each day to study after school.					
I study in a quiet area with no TV, radio, stereo, or people talking to distract me.					
I bring materials I need for class to school every day.					
I keep materials such as pencils, pens, and paper at home to do homework.					
I turn assignments in on time.					
I plan my study time to finish all of my assignments.					

	I never do this	I've done this in the past	I'm doing this now	I can do this in the future	I need help to do this
I try not to waste time.					
I do the hardest work first.					
When studying for tests, I plan ahead so that I do not have to cram at the last minute.					
When studying for tests, I try to think about which topics are most important.					
I keep working until I know the answers.					
I take a break when I get tired, but I do not give up.					

Read the questions again and look at your answers. Are you happy with those answers? Discuss them with your teacher or counselor. See if that persons feels the same way you do about your answers. Ask your teacher or counselor for suggestions on how to improve your study habits. Wait a few weeks and answer this survey again.

Area III- Category J- Competency 65

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

COMPETENCY:	I KNOW HOW TO STUDY AND HOW TO GET THE MOST OUT OF MY STUDY TIME.
TIME:	2-3 CLASS PERIODS
GROUP SIZE:	CLASS GRADE LEVEL: 9-10
MATERIALS:	"MODEL FOR EFFECTIVE STUDYING" SHEETS

"EFFECTIVE STUDYING"

INTRODUCTION: Inquire how students study. After students share their method of studying, leader gives some suggestions to class, by sorting some suggestions to class, by sorting some of the suggestions that students shared, or some the leader may be able to share.

PROCEDURE:

1. Ask the class if they have an assignment which could be used as a sample for the entire class.
2. After inquiring, review an assignment with students.
3. Pass out "Model for Effective Studying" sheet for guidelines on effective studying.
4. Students may work from guideline. Example:

I. Previewing the chapter or materials

A. Chapter Headings
B. Illustrations
C Introductions and Summaries
D. Study questions

5. Encourage students to find the chapter headings-, illustrations, introductions, summaries, and study questions.
6. Check with students to make sure they understand how the guideline helps them organize their work and assignments.

7. Continue with this format until the entire model has been completed.
8. Check back with class to see how they have incorporated the "Model for Effective Studying" in the academic study and course work.

OBSERVATION NOTES

Depending on class time, the entire "Model Effective Studying", could be done in one class period or you may need 2-3 class periods. Check with the class on a regular basis to see if they are experiencing success with the model.

A MODEL FOR EFFECTIVE STUDYING

I. Previewing the chapter or material

- A. Chapter headings
- B. Illustrations
- C Introductions and summaries
- D. Study questions

II. Reading

- A. Get the meaning of new vocabulary words
- B. Get the total picture of what you are trying to learn by keeping in mind the questions you want to answer.
- C Find the main idea of each paragraph or section.
- D. Use other (supplementary) materials besides the textbook.

III. Note-taking

- A. Standard outline
- B. Mind Mapping: pictorial outline done in colors; using circling, underlining, arrows, capital letters for big ideas, small letters for subordinate ideas; spatial arrangements that parallel the order or organization of ideas.
- C Reviewing notes--establishing a practice and review schedule.

IV. Listening

- A. For main ideas
- B. Following directions

V. Preparing for examinations

- A. Review important facts and principles from class and study notes.
- B. Make up sample questions that you think might be asked and answer them.
- C Distribute study time over at least two sessions.

VI. Taking tests and examinations

- A. Read the directions and questions carefully.
- B. Plan your answers to essay questions via word or picture outline.
- C Be familiar with the different types of problems or questions that are asked on tests and exams.
- D. Plan to distribute your time for the various kinds and weights of questions.

Proofread and check your answers

Note: Recent research in brain hemisphericity suggests the following:

1. Give students practice in bubbling answers on multiple-choice, machine-scored tests well in advance of major tests. Teachers might make check tests and quizzes into the multiple-choice format to get students used to the process. In this way, students, especially right-brain dominant students, will not get bogged down by the mechanics of the test procedure.

2. It has also been suggested that certain students will benefit by reading the multiple-choice answers FIRST before they read the questions. This is important for right-brain dominant students.

VII. Planning time

- A. Keep up to date in your assignments and reading.
- B. Have a study-schedule plan in which you set aside time each day for studying.
- C Divide your study time among the various subjects to be studied.

VIII. Arranging physical setting

- A. Is the space on your study desk or table large enough?
- B. Is your study space neat and free from distracting objects?

C. Do you study in a quiet place--one that is free from noisy disturbance?
D. Do you study by yourself rather than with others?
E. When you sit down to study, do you have the equipment and materials you need?

Note: Again, recent research on brain hemisphericity has revealed some startling possibilities that relate to this phase of study skills. Many right-brain dominant students benefit from:

1. Studying with quiet background music (easy-listening or soft-rock instrumental music)

2. Reading/studying while sitting or lying on the floor.

3. Reading/studying while walking or pacing.

Area III- Category J- Competency 66

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING BASIC SKILLS AND STUDY LEARNING SKILLS

COMPETENCY: I KNOW HOW TO TAKE NOTES.
TIME: 1 CLASS PERIOD
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: "TAKING NOTES FROM ORAL INFORMATION" HANDOUT, "TAKING GOOD MESSAGES" WORKSHEET, PAPER AND PENS, AND CHALKBOARD

"NOTE TAKING SKILLS"

INTRODUCTION: Students should be able to distinguish between the important information and that which is not so important when taking notes. It is not always useful and it is always time consuming to take notes on all the facts in a paragraph or what is heard in a class lecture or discussion. This lesson will help the students understand the importance of taking notes, teach some fundamentals of note taking and provide practice in taking notes on their own.

PROCEDURE:

1. Distribute copies of "Taking Notes from Oral Information" handout to students. Read and discuss this activity. Emphasize that note taking is a valuable tool in school and away from school. Also, being able to identify the important information in their books and in the things that their teachers say, and learning to write information in a shorter form are all important steps.
2. Instruct the students to decide which facts in the "Help Wanted" ad are the most important. The leader could list those facts on the board. The pertinent facts needed are: place of business; location; hours; pay; age; duties; chance for promotion; whom to call.
3. Read "How to Take Notes from Oral Information" aloud with students. Ask students to individually decide what they feel are the important facts and write them down on a sheet of paper. Then place students in small groups to compare their answers. After a few minutes, ask each group to come to a consensus as to what were the most important facts in the paragraphs. Ask each group to report on what they felt was most important while the leader

writes their answers on the board. See if the students can come to consensus about what was important.

4. Rewrite the facts that the students determine as important on the board. Some of the pertinent facts are listed below:

    a) Information received from hearing and not reading is oral information.
    b) Oral comes from the Latin word OS that means mouth.
    c) Oral information is sometimes more difficult to understand.
    d) It is important to listen carefully.
    e) It is important for students to write notes in their own words.
    f) It is important to ask the speaker to repeat and explain any messages not completely understood.
    g) People remember more if they take notes.

5. Distribute the worksheet, "Taking Good Messages," and explain to the students that they are now going to get some practice in taking oral notes. Ask them to listen carefully and to write what they feel are the important facts of each message. The leader should read aloud the messages.
6. Conclude this activity by asking the students to discuss the notes that were taken. The leader should help students identify important and non-important details in their messages.

OBSERVATION NOTES

Students who can not take adequate notes may be referred to the English teacher for assistance.

"HOW TO TAKE NOTES FROM ORAL INFORMATION"

Read the "Want Ad" below and see if you can determine which facts in the ad are most important.

HELP WANTED

Here's a job for you! You'll like working in Donut Heaven, because the fresh donuts smell so good when they are being made. Donut Heaven is located on Washington and Maple. We need a hard working young person to work here this summer on weekdays from 7:00 a.m. to 1:00 p.m. Once in a while you might have to work on Friday or Saturday night from 6:00 to 9:00. The starting pay is $3.00 per hour. You must be at least fourteen to apply for this job. There is a bus stop right on the corner, so it's easy to get here. We need someone to clean the counters, sweep the floors, pick up trash, and other duties. Later on we'll need a new person at the sales counter, so you will have a chance to be promoted to a higher paying job. If you think you'd like to work here, call Mr. Jones for an appointment, 555-5292, on Monday or Tuesday after 6:00 p.m.

HOW TO TAKE NOTES FROM ORAL INFORMATION

Sometimes we need to get information that is not written down. Sometimes teachers may tell us facts that we need to know or a friend will tell us about a big party that is coming up next week at John's house and we want to make sure that we have the right time and place. Information that we receive from hearing about it and not reading is called ORAL information. ORAL comes from the Latin word OS which means mouth. So information that we receive by word of mouth is oral information. It is more difficult to understand oral information sometimes because we can not re-read what was said if we have forgotten any details. Sometimes the person giving the information talks too quickly for us to remember everything or if we do not listen carefully, we miss important information. To understand oral information, it is helpful to listen carefully, not staring out a window or looking at our new blue shoes while someone is talking. When the person has finished talking or has at least completed one idea, it is helpful if we write down the main facts in our own words so that we can remember them. If the History teacher always talks quickly and uses enormous words that we do not understand, we need to ask the teacher to slow down or please repeat what was said and please explain the words we do not understand. We then need to write down what we have learned. Some people like to write with ink pens and others like to write with pencils. Some people like spiral notebooks and others like looseleaf notebooks. Whatever they use, people find that they understand more if they take notes.

TAKING GOOD MESSAGES

Message A: Tell Mr. Jackson that his wife will be two hours late getting home from work and that he needs to pick his daughter up at Adams School by 3:00 p.m.

Message B: Your order of 15 hamburgers, 5 with catsup and lettuce, 3 with just onions, 4 with mustard and mayonnaise, 2 with everything, and 1 plain will be ready in 28 minutes.

Message C: Before you can go to the dance, you must go to the store and pick up a loaf of bread and a pound of paste wax. Then you will have to dust your room and take out the trash. Then you will need to polish your shoes and iron your clothes. If you are not in by 10:00 p.m. you will be in trouble. Love, Mother.

Message D: This is John Doe. I am in charge of hiring cheerleaders for the Football Cardinals Big Red Line. Please tell Bill Smith and Freida Johnson that they have been accepted. They need to get in touch with me by 4:30 p.m. tomorrow or I will find someone to replace them. My number is 555-2349. They need to have tennis shoes and warm-up suits to report to practice. The first practice will be next Tuesday at Busch Stadium at 5:30 p.m.

Area III- Category J- Competency 66

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

COMPETENCY: I KNOW HOW TO TAKE NOTES.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: HANDOUT- COPIES OF "MESSAGE NOTES"

"WHAT DID YOU SAY?"

INTRODUCTION: Students will find as they progress in school that being able to take notes is a valuable skill. In high school and college, note-taking is a skill that is essential. The skill of note-taking is also directly transferable to the world of work. When students can learn to identify important information and summarize it, they have largely mastered taking notes that are useful. This lesson provides an opportunity for students to practice note-taking from oral information.

PROCEDURE:

1. Introduce the lesson and state that developing the skill of taking accurate notes is a skill that will be helpful to students throughout school, in the world of work, and in their personal lives as well.
2. State the following:
   Sometimes we need to get information that is not written down. Sometimes teachers may tell us facts that we need to know or a friend will tell us about a big party that is coming up next week at John's house and we want to make sure that we have the right time and place. Information that we receive from hearing and not reading is called ORAL information. ORAL comes from the Latin word OS which means mouth. So information that we receive by word of mouth is oral information. It is more difficult to understand oral information sometimes because we cannot re-read what was said if we have forgotten any details. Sometimes the person giving the information talks too quickly for us to remember everything or if we do not listen carefully, we may miss important information.

To understand oral information, it is helpful to listen carefully, not staring out a window or looking at our new blue shoes while someone is talking. When the person has finished talking or has at least completed one idea, it is helpful if we write down the main facts in our own words so that we can remember them. If the history teacher always talks quickly and uses enormous words that we do not understand, we need to ask the teacher to slow down or please repeat what was said and please explain the words we do not understand. We then need to write down what we have learned. Some people like to write with ink pens and others like to write with pencils. Some people like spiral notebooks and others like looseleaf notebooks. Whatever they use, people find that they understand more if they take notes.

3. Ask students to listen to the following "help wanted" information and to take notes while listening.

HELP WANTED

Here's a job for you! You'll like working in Donut Heaven, because the fresh donuts smell so good when they are being made. Donut Heaven is located on Washington and Maple. We need a hard working young person to work here this summer on weekdays from 7 a.m. to 1 p.m. Once in a while you might have to work on Friday or Saturday night from 6 to 9. The starting pay is $3.00 per hour. You must be at least fourteen to apply for this job. There is a bus stop right on the corner, so it's easy to get here. We need someone to clean the counters, sweep the floors, pick up trash, and other duties. Later on we'll need a new person at the sales counter, so you will have a chance to be promoted to a higher paying job. If you think you'd like to work here, call Mr. Jones for an appointment, 555-5292, on Monday or Tuesday after 6:00 p.m.

4. Ask a few students to read their notes to the class.
5. Re-read the information allowing students to note important information that may have been omitted.
6. Ask students to develop a short message that can be received by telephone. Ask them to make sure that the message includes several facts. The message may be urgent, pertaining to business or social, i.e., an invitation to a party.
7. Ask for ten (10) volunteers to role-play "callers" or "receivers" of the messages.
8. Encourage the remainder of the class to record messages as they are read by the caller.
9. Following this activity, ask each student to evaluate their note-taking skills and state ideas for improving their skills in this area.

OBSERVATION NOTES

This practice is helpful to students because it provides an avenue for self-evaluation in terms of note-taking. Students may note that they:

a) listen to only part of the message and begin writing too soon thus missing important facts.
b) perhaps are too lengthy with notes writing non-essential information.
c) have difficulty in distinguishing important facts from non-essential facts.
d) have problems with spelling, etc.

Problems in hearing, writing, etc. may be observed during this lesson. The counselor should arrange follow-up sessions with students for appropriate referrals.

TAKING GOOD MESSAGES

Listen carefully as your classmate gives you oral phone messages. Please write down the messages in your own words. Do not try to write every word down, just the important facts.

To_______________________________________
Date______________Time________________

WHILE YOU WERE OUT

M_______________________________________
of_______________________________________
Phone____________________________________

Telephoned_____ Please call_____
Called to see you_____Will call again_____
Wants to see you___Returned your call___

Message_________________________________
____
____

To_______________________________________
Date______________Time________________

WHILE YOU WERE OUT

M_______________________________________
of_______________________________________
Phone____________________________________

Telephoned_____ Please call_____
Called to see you_____Will call again_____
Wants to see you___Returned your call___

Message_________________________________
____
____

Area III- Category M- Competency 76, 80, 82

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED

COMPETENCY 1: I KNOW WHAT JOBS GRADUATES FOUND AND WHERE.
COMPETENCY 2: I KNOW WHICH INDIVIDUAL OR WHAT AGENCIES HELPED GRADUATES GET A JOB, GET INTO COLLEGE, OR GET OTHER TRAINING BEYOND HIGH SCHOOL.
COMPETENCY 3: I KNOW WHAT ADVICE GRADUATES WOULD GIVE ME WHILE I'M IN HIGH SCHOOL.
TIME: 45 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 11-12
MATERIALS: NONE

"LIFE AFTER HIGH SCHOOL"

INTRODUCTION: For many high school students, life after graduation, whether it be college or employment, is virtually unimaginable. They can learn a great deal from the experience of graduates close to their age who can make the options that they will face after graduation seem much more real. This experience will allow them to prepare themselves more thoroughly.

PROCEDURE:

1. Recruit a group of recent graduates who would be able to share their experiences effectively. Try to find persons who have chosen a variety of different directions. (Gone off to college, attended local junior college, obtained local employment)
2. Prepare a class - generated list of potential questions before the panel begins.
3. Assemble graduates in the classroom. Introduce the purpose of the activity to the class.
4. Act as moderator to focus the graduates on specific topics. Feel free to guide the discussions actively. Allow the class to ask questions about the following topics and any others that might be helpful.

   a) What did you think you would do after graduation while you were in high school? What surprises did you have? What did you have to do to prepare yourself?
   b) What courses or activities prepared you the best for what you have faced?
   c) What has given you the most trouble since you graduated?

- d) What jobs did you find? Where?
- e) Which individuals or agencies helped you get into college or get other training beyond high school?

5. Open up the discussion for the class to ask any questions.
6. Thank the graduates for sharing their experiences.

OBSERVATION NOTES

This activity is enjoyable for both graduates and students. Be alert for students who express a lot of uncertainty or have other strong concerns, indicating a need for intervention.

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED.

COMPETENCY 1:	I KNOW WHAT PROBLEMS GRADUATES HAD FINDING JOBS.
COMPETENCY 2:	I KNOW WHETHER THE JOB GRADUATES GOT WAS RELATED TO THE TRAINING THEY TOOK IN HIGH SCHOOL.
COMPETENCY 3:	I KNOW WHAT PROBLEMS GRADUATES HAD ON THE JOB OR IN COLLEGE.
COMPETENCY 4:	I KNOW WHAT COLLEGE COURSES OR OTHER TRAINING COURSES BEYOND HIGH SCHOOL GAVE THEM TROUBLE AND WHY.
TIME:	TWO(2) CLASS PERIODS
GROUP SIZE:	CLASS GRADE LEVEL: 9-10
MATERIALS:	"HIGH SCHOOL GRADUATE SURVEY" FORM AND "SUGGESTED QUESTIONS FOR GRADUATES"

"PREVIEW- - REVIEW EXCHANGE"

INTRODUCTION: Students who have recently graduated often have much "hindsight" in terms of what they would do differently if given the opportunity. Students entering high school are being bombarded with information and advice from various sources; counselors, teachers, friends and neighbors. Bringing the two groups together may serve to benefit both groups. The graduates will have an opportunity to assist someone in a tangible way with their "hindsight". Students just beginning high school will have an opportunity to explore the range of opportunities available to them by asking the "experts".

PROCEDURE:

PART I. PRELIMINARY PLANNING

1. Early in the semester, during advisement periods, the counselor will contact students to discern the number of students having older relatives, friends or acquaintances who have completed high school within the last three (3) years.
2. List the names of these students as contact persons along with their advisor's name, grade and room number.
3. Distribute survey forms to the contact persons to be sent to the graduates. Include a self-addressed, stamped envelope with the survey and allow a response time of no more than one (1) month.
4. Gather response forms and divide them into three (3) categories:

    a) Employed
    b) Attending College or a Vocational School
    c) Unemployed and Not Attending School

5. Arrange for a date on the school calendar near the "Winter Break" or "Spring Break," as many students are home visiting relatives during this time.
6. Send letters to the graduates inviting them to participate in the activity. Include the date, time, place and state the purpose of the activity.
7. Send letters to employed graduates to present to their employers requesting a few hours of release time for their participation in this activity.
8. Send invitations to those graduates who are unemployed and not attending school. State that their experiences will be valuable to others.
9. Notify advisors of the date, time and place for the activity.
10. Encourage students to prepare three(3) questions to ask of graduates prior to the exchange period. Supplement their questions with "Suggested Questions for Graduates" in case they have not included these on their lists.

PART II. EXCHANGE ACTIVITY

1. Arrange graduates into three (3) panels according to the above named categories.
2. Introduce the first panel and state that today we will have an opportunity to ask questions of the "experts" those who have graduated. Caution students to keep their questions within the range of academics and careers. Remind the graduates of their right to "pass" on a particular question.
3. Encourage each graduate to make a brief, 2-minute statement on "What I found to be most helpful from my high school experience" and/or "If I were to do it all over again, this is what I would do differently."
4. Allow time for individuals on the panel to speak and allow time for questions and answers before changing to the 2nd panel.
5. Follow the same format with the 2nd and 3rd panels.
6. Allow time for an informal sharing period following this activity.
7. As a follow-up activity, the counselor may gain the assistance of the English teachers of students involved in writing "thank-you's" to the graduates. Encourage students to select

one particular graduate and state in the "thank-you" something that that graduate said that will be of value to the student in the future.

OBSERVATION NOTES:

The counselor needs to use skill in group dynamics to encourage students to ask questions; i.e., students could submit written questions to the panel or students could be grouped to brainstorm questions. The question could then be submitted by the total group.

SUGGESTED QUESTIONS FOR GRADUATES

1. How difficult was it finding your first job after high school? What steps did you follow?

2. Did your high school courses adequately prepare you for what you are doing now?

3. When you attended college or vocational training, were there courses that gave you trouble? If so, which courses?

4. What courses in high school do you wish you had taken?

5. What advice would you give students still attending high school?

6. What has caused you the greatest difficulty in your job or in college?

HIGH SCHOOL GRADUATE SURVEY FORM

In the near future ________________(Name of School) High School will hold a "Preview-Review Exchange". This is an activity designed to give students currently attending our school an opportunity to gain first-hand knowledge of your response to your high school experience. Your participation will be of great value to students in future planning.

Please complete and detach the form below and return it to us if you are willing to serve as a speaker on one of our panels. We are planning to have the activity near the Winter or Spring Break.

Your consideration of this request is greatly appreciated.

Sincerely

____
Principle's Name

____
Counselor's Name

- -

High School Graduate Response Form

Name ____
Mailing Address ___________________________ Zip __________
Tel. # Home ______________________ Business ______________
Presently Attending ______________________________________
(College/Voc. Training School, etc.)
Presently Employed at ____________________________________
(Name of Business)
Address ___________________________ Tel. #______________
Supervisor's Name _______________________________________
Date of Graduation _______________________________________
I will be available to participate after _______________________
(approx. date)

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED.

COMPETENCY:	I KNOW WHAT ADVICE GRADUATES WOULD GIVE ME WHILE I'M IN HIGH SCHOOL.
TIME:	45-60 MINUTES
GROUP SIZE:	SMALL GROUP, CLASS GRADE LEVEL: 11-12
MATERIALS:	"WHAT'S AHEAD?" WORKSHEET

"WHAT'S AHEAD?-PART I"

INTRODUCTION: This part 1 activity encourages seniors to identify areas of concern that involve post graduation plans. Session 1 introduces the activity, and students complete a personal survey of concerns. Session 2 allows graduates to visit the class and respond to identified concerns of the seniors. The leader should be able to identify several graduates to visit the school to assist in this activity. Graduates should be chosen from several areas- college, college/working, those working full-time.

PROCEDURE:

Counselor reads, "Graduation is scary! Things are going to be different." Things are going to be different after graduation, and you, as seniors, may wish to talk about your concerns. Let's proceed by finding out what matters and what you're most concerned about. Then we can discuss and get together information about them that you think would be helpful. In the next session, some graduates will be here to help answer your questions and concerns.

OBSERVATION NOTES

As seniors anticipate graduation, seniors comment that they feel apprehensive about new circumstances, responsibilities, and roles. Advisory sessions during the last months can be used to help seniors identify, articulate, and discuss these concerns. After the survey has been filled out, you should work with a small committee of volunteers from the advisory or several advisories to set up the discussions that have been requested.

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WHAT'S AHEAD?

1. In column 1, check the items you would like to discuss with graduates.
2. In column 2, check the items you know something about or know someone who does. Perhaps this person would participate in a discussion.
3. In column 3, check those items about which you would be willing to help discuss.

1	2	3	
--	--	--	Getting a job
--	--	--	Lining up recommendations and references
--	--	--	Interpreting want ads
--	--	--	Using employment agencies
--	--	--	Writing and using resumes
--	--	--	Knowing what to find out about a job
--	--	--	Interviewing
--	--	--	Avoiding pitfalls
--	--	--	Selecting doctors and dentists
--	--	--	Knowing about emergency procedures
--	--	--	Making out a budget
--	--	--	Going to school
--	--	--	Leaving home for the first time
--	--	--	Adjusting to living at home and commuting
--	--	--	Finding new friends
--	--	--	Anticipating personal expenses
--	--	--	Managing one's time
--	--	--	Knowing how to get help with school problems
--	--	--	Living at home after graduation
--	--	--	Paying room and board
--	--	--	Working out "adult" privileges
--	--	--	Understanding responsibilities to the family
--	--	--	Renting a room or apartment
--	--	--	Estimating rentals
--	--	--	Allowing for utilities
--	--	--	Anticipating food costs
--	--	--	Considering legal/business implications
--	--	--	Making a room or apartment choice
--	--	--	Making a roommate choice
--	--	--	Working out a new social life
--	--	--	Looking at other costs of living
--	--	--	Paying taxes
--	--	--	Buying clothing
--	--	--	Arranging for transportation
--	--	--	Financing continuing education
--	--	--	Buying insurance
--	--	--	Reserving money for entertainment
--	--	--	Making consumer savings
--	--	--	Other________________

HS-411

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED

COMPETENCY: I KNOW WHAT ADVICE GRADUATES WOULD GIVE ME WHILE I'M IN HIGH SCHOOL.
TIME: 45-60 MINUTES
GROUP SIZE: CLASS, SMALL GROUP GRADE LEVEL: 11-12
MATERIALS: NONE

"WHAT'S AHEAD?-PART II"

INTRODUCTION: In part 1, students have taken a survey and have identified concerns. In part 2, graduates have been invited to visit the class and discuss concerns.

PROCEDURE:

1. Introduce the visiting graduates and review the survey process.
2. Ask visiting graduates to discuss their current situation and how they arrived at the decision to pursue their post-grad. plans.
3. Distribute surveys and ask students to discuss a personal concern from their sheets.
4. Ask graduates to identify areas not discussed that they have encountered concerning work or education.

OBSERVATION NOTES

Be sure that the focus of this panel discussion is kept on topics already identified in the part 1 survey.

Area III- Category O- Competency 87, 89, 92

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: VOCATIONAL SELECTION AND TRAINING

COMPETENCY 1:	I HAVE VISITED VOCATIONAL PROGRAMS BEFORE ENROLLMENT.
COMPETENCY 2:	I KNOW HOW BASIC SKILLS (MATH, READING, ETC.) RELATE TO MY VOCATIONAL GOALS.
COMPETENCY 3:	I KNOW THE JOB OPPORTUNITIES AVAILABLE TO THOSE WHO COMPLETE AREA VOCATIONAL SCHOOL.
TIME:	2 HRS FOR THE FIELD TRIP (MAY VARY DEPENDING ON TRAVEL TIME)
GROUP SIZE:	VARIES DEPENDING UPON THE SIZE OF THE GROUP THAT CAN BE ACCOMMODATED BY THE SCHOOL BEING VISITED GRADE LEVEL: 9-10
MATERIALS:	"VOCATIONAL VISIT"

"VOCATIONAL PROGRAM VISITATION"

INTRODUCTION: Students who have some interest in vocational-technical education will find it easier to make a firm choice if they can first see the available programs in operation. An appropriate time for the visit would be a month or two before registration for the following year's classes.

PROCEDURE:

1. Use a variety of ways to identify students who would benefit from the opportunity to explore vocational technical training opportunities:

   a) Recommendations from faculty advisors.
   b) Announcements in the student bulletin.
   c) Posters in the cafeteria or activity area.
   d) Announcements in the community or parent newsletter.

2. Provide these identified students with some preliminary information about the vocational-technical school programs available to them. This information may be in the form of printed material from the vocational-technical school, a presentation by representatives of the school, or an information meeting conducted by staff at the home school.
3. Ask these students to indicate if they are interested in visiting the vocational program on-site.

4. For the interested students, organize a visit to the vocational-technical school, contacting the school to be visited and the home school authorities in order to follow all the required procedures for fieldtrips.
5. Ask that each student obtain information from the vocational school guide on what classes are available to prepare students for career choices. Assign a reasonable number (i.e. - three programs with two careers for each) for each student to report on. The worksheet "Vocational Visit" may be used for this.
6. For these three programs, ask the students to ask the guide how important is reading, math, and writing for success.

OBSERVATION NOTES

The exact grade level for this activity depends upon the grade levels included in the vocational-technical schools in your area. Identifying students and providing information about vocational-technical training opportunities should be an on-going process.

VOCATIONAL VISIT

Programs Prepared for Careers	Importance of Math	Importance of Reading
Program 1 __________ __________	Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
Program 2 __________ __________	Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
Program 3 __________ __________	Low 1 2 3 4 5 High	Low 1 2 3 4 5 High

Area III- Category O- Competency 88

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: VOCATIONAL SELECTION AND TRAINING

COMPETENCY: I KNOW ENROLLMENT REQUIREMENTS AND SELECTION PROCEDURES FOR SPECIFIC COURSES EITHER AT THE AREA VOCATIONAL SCHOOL OR AT MY OWN HIGH SCHOOL.
TIME: 30 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: "WHERE I STAND ON HIGH SCHOOL GRADUATION REQUIREMENTS"

"SELECTING APPROPRIATE COURSE WORK"

INTRODUCTION: Students need accurate impressions of the courses they will be taking. Define the differences between courses and the content in courses carefully.

PROCEDURE:

1. State the goal of the activity to select appropriate classes for next year- and emphasize the importance of doing this correctly.
2. Distribute the handout, "Where I Stand on High School Graduation Requirements" and explain its use.
3. Describe the course offerings to the group.
4. Instruct the class to fill out their course selection forms. Circulate around the class, giving individual assistance.
5. Collect the forms and inspect them briefly.

OBSERVATION NOTES

Be alert for students needing individual help and schedule individual appointments when necessary.

WHERE DO I STAND ON GRADUATION REQUIREMENTS?

Required Credits	Credits Earned
1. 3 Social Studies credits (including 1 unit of American History) are required.	________________________
2. 3 English Credits are required.	________________________
3. 2 Math Credits are required.	________________________
4. 2 Science Credits are required.	________________________
5. 1 Fine Art Credit is required.	________________________
6. 1 Practical Art is required.	________________________
7. 1 1/2 Physical Education Credit is required.	________________________
8. 8 1/2 Elective Credits are required.	________________________

This page reflects the minimum credits required for a regular Missouri High School Diploma. Local school districts may wish to include their own worksheet if local requirements differ. Honors or scholastic diplomas will have additional or specific requirements.

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Area III- Category O- Competency 90

AREA: EDUCATIONAL AND VOCATIONAL DEVELOPMENT

CATEGORY: VOCATIONAL SELECTION AND TRAINING

COMPETENCY: I KNOW MY STRONGEST VOCATIONAL INTERESTS, APTITUDES, AND ABILITIES.
TIME: 40-50 MINUTES
GROUP SIZE: CLASS GRADE LEVEL: 9-10
MATERIALS: A COPY OF "THE YOU PROFILE" PARTS A AND B FOR EACH STUDENT.

"THE YOU PROFILE"

INTRODUCTION: Students need to understand their interests and how they relate to career choices.

PROCEDURE:

1. Motivate the students by telling them they are going to learn more about their interests and potential career choices relating to these interests.
2. Direct the students in filling out the profile sheets, parts A and B.
3. Obtain feedback from the students on things they discovered about themselves.
4. Summarize the purpose of this lesson.

OBSERVATION NOTES

This activity is useful as a prelude to planning high school course selections. It helps to first have ideas about area of career possibilities.

THE YOU PROFILE-PART A*

Below are some groups of sentences. Look at them carefully and check the line before the sentence if you think it describes you very well. At the end of this activity, there are additional directions.

GROUP R

_____1. You do not like to look or act too differently from the people around you. (Conforming)
_____2. You speak to other people very plainly and openly. (Frank)
_____3. You are sincere with other people. (Honest)
_____4. You do not brag about your success. (Modest)
_____5. You like to own things. (Materialistic)
_____6. You are easy going. (Natural)
_____7. You do not get discouraged easily. (Persistent)
_____8. You consider yourself down-to-earth.
_____9. You are bashful. (Shy)
_____10. You do not get upset easily. (Stable)
_____11. You like to save money and get the best buy when you are making a purchase. (Thrifty)

Total_____

GROUP I

_____12. You like to examine ideas and things closely and separate them into their parts. (Analytical)
_____13. You like to avoid risk or danger. (Cautious)
_____14. You like to point out defects and faults and try to correct them. (Critical)
_____15. You like to ask a lot of questions. (Curious)
_____16. You like to do many things on your own. (Independent)
_____17. You are very smart. (Intellectual)
_____18. You are more interested in your own thoughts and feelings than objects and events around you. (Introverted)
_____19. You are very careful when you do something. (Methodical)
_____20. You like for everything to be correct. (Precise)
_____21. You like for your actions and thoughts to make sense to you and others. (Rational)
_____22. You keep your opinions and judgements to yourself. (Reserved)

Total_____

GROUP A

_____23. You are difficult to understand as a person because you are a complex person. (Complicated)
_____24. You do not mind changing the order of things. (Disorderly)
_____25. You enjoy being sensitive to your emotions. (Emotional)

_____26. You enjoy clearly stating your ideas. (Expressive)

_____27. You like to have a lot of good ideas. (Idealistic)

_____28. You have a lot of fun thinking about imaginary things and ideas. (Imaginative)

_____29. You enjoy things that serve no real use except for your interests. (Impractical)

_____30. You make very quick decisions. (Impulsive)

_____31. You do not mind being different from other people. (Independent)

_____32. You seem to see something about an object that no one else seems to see. (Intuitive)

_____33. You are not like most other people and this does not bother you. (Nonconforming)

_____34. You like to create new things or ideas. (Original)

Total_____

GROUP S

_____35. You are very trustworthy. (Convincing)

_____36. You like to work with other people on a project. (Cooperative)

_____37. You like to get along with others. (Friendly)

_____38. You are considerate to other people. (Generous)

_____39. You like to assist other people. (Helpful)

_____40. You think that there are some perfect ideas that are worth working for. (Idealistic)

_____41. You have a lot of wisdom. (Insightful)

_____42. You are a gentle, considerate person. (Kind)

_____43. You like to do the right thing. (Responsible)

_____44. You are easy to get along with. (Sociable)

_____45. You are not rude to other people. (Tactful)

_____46. You have a good awareness of other people. (Understanding)

Total_____

GROUP E

_____47. You do not mind danger. (Adventurous)

_____48. You like to challenge yourself to be better. (Ambitious)

_____49. You enjoy doing things to get others to notice you. (Attention-getting)

_____50. You like to tell other people what to do. (Domineering)

_____51. You like to be active and not sit for a long time. (Energetic)

_____52. You like to rush headlong into an activity. (Impulsive)

_____53. You think only the best will happen. (Optimistic)

_____54. You like to experience many agreeable situations. (Pleasure-seeking)

_____55. You are very sure of yourself. (Self-confident)

_____56. You are cordial to people. (Sociable)

_____57. Everyone either likes you or they are at least aware of you. (Popular)

Total_____

GROUP C

_____58. You appear and act properly. (Conforming)
_____59. You are very honest. (Conscientious)
_____60. You like to be neat and exact. (Careful)
_____61. You consider all changes carefully. (Conservative)
_____62. You tend to not be too sociable. (Inhibited)
_____63. You follow directions well. (Obedient)
_____64. You like to follow a set arrangement. (Orderly)
_____65. You do not get discouraged easily. (Persistent)
_____66. You consider yourself down-to-earth. (Practical)
_____67. You do not like to think about imaginary things and ideas. (Unimaginative)
_____68. You like to be skilled at everything you do. (Efficient)

Total_____

Put the total number of checks in each group in the correct place below.

Total Group (R) _____
Total Group (I) _____
Total Group (A) _____
Total Group (S) _____
Total Group (E) _____
Total Group (C) _____

*adapted from John Holland's Self-Directed Search

THE YOU PROFILE-PART B*

When you become a member of a group, you can give yourself an additional name. You don't give up your given name, you just add to it. For example, if you are a member of Down Earth, a club for people who enjoy going into caves, you can call yourself a Down Earther. We show membership in groups by the names we give ourselves.

Below are the names and descriptions of the groups on "The You Profile". Notice that they list some job names with each of the groups.

The *Realistic* Group (R) likes realistic jobs such as automobile mechanic, airtraffic controller, surveyor, farmer, and electrician. Members of this group have mechanical abilities.

The *Investigate* Group (I) likes investigative jobs such a biologist, chemist, physicist, anthropologist, geologist, and medical technologist. Members of this group have mathematical and scientific abilities.

The *Artistic* Group (A) likes artistic jobs such as composer, musician, stage director, writer, interior decorator, and actor/actress. Members of this group have artistic abilities: writing, musical, or drawing.

The *Social* Group (S) likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, and speech therapist. Members of this group have social skills and talents.

The *Enterprising* Group (E) likes enterprising jobs such as sales person, manager, business executive, television producer, sports promoter, and buyer. Members of this group have leadership and speaking ability.

The *Conventional* Group (C) likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, and tax expert. Members of this group have clerical and arithmetic ability.

The reason we put some job titles with the names of the groups is that the groups were formed by having people with those job titles do something similar to what you did with "The You Profile". Their answers were then grouped. It seems as if many times people who are happy, interested, and skilled in their work, fit into a group. They are similar to each other in certain ways. They "belong".

Look again at your totals on "The You Profile" Part A and the descriptions of the groups above. Compare what you think about yourself and the descriptions of the groups above and make a decision as to what group(s) you think you belong. Write the sentences below on your paper and in the blank spaces write the groups you are like the most:

I resemble group____________________the most,
I resemble group____________________next
I resemble group____________________next

*adapted from John Holland's Self-Directed Search

Area III- Category O- Competency 91

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY: VOCATIONAL SELECTION AND TRAINING

COMPETENCY: I HAVE RECEIVED ASSISTANCE IN ENROLLING IN A VOCATIONAL PROGRAM IN WHICH I HAVE INTERESTS, APTITUDES, AND ABILITIES.
TIME: 60 MINUTES (FOR THE INFORMATION-ENROLLMENT SESSION ITSELF.)
GROUP SIZE: 30 GRADE LEVEL: 9-10
MATERIALS: INFORMATION-REGISTRATION MATERIALS FROM THE AREA VOCATIONAL-TECHNICAL SCHOOLS.

"VOCATIONAL PROGRAM SELECTION"

INTRODUCTION: A concerned effort is needed to inform the student body of opportunities and to provide help for interested students in following the enrollment procedures for these programs. Although not all appropriate students will take advantage of the opportunity, the results of this effort will be much superior to waiting for individual students to inquire for information and help.

PROCEDURE:

1. Identify students for the information-enrollment session for the area of vocational-technical school. These students may be referred by teachers/advisors, principals, parents, counselors, or the students themselves.
2. Invite these students to the information meeting.
3. Conduct the information meeting. Possible items for the agenda are:

    a) Introduction of speaker(s).
    b) Basic information about the vocational school.
    c) Showing a filmstrip of the school and the programs offered at the school.
    d) Registration materials.
    e) Indicate that knowledge of one's abilities and interests is crucial to making good vocational choices. Offer individual help in completing and/or using this sheet

f) Directions on how to proceed from this point, i.e. where to go for individual help or what to do with the registration materials if they need no help. Tell the students when they may expect to be seen if they ask for individual appointments.

OBSERVATION NOTES

Expect many requests for individual help. Some students at this point may want to take an interest survey or aptitude test if they haven't previously done so.

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Guidance Competencies and Academic Learner Outcomes

(Key Skills/Core Competencies)

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Guidance Competencies and Academic Learner Outcomes

One way to access the classroom is to show relationships between **guidance competencies** and academic learner outcomes expressed as **key skills/core competencies**. The State of Missouri has developed a list of academic learner outcomes for grades 2 through 10 in language arts/reading/English, mathematics, science, and social studies/civics. A committee of elementary, middle/junior high school, and senior high school counselors reviewed these academic learner outcomes and generated the following list of related guidance competencies and academic learner outcomes for grades 2 through 10. **Guidance competencies** are listed on the left side of each page. Identified, related academic learner outcomes, expressed as **key skills/core competencies**, appear directly across on the right side of each page. Please remember that this list is only a beginning; it does not include all of the possibilities for guidance and academic departmental collaboration.

Grade 2

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning & Exploration Category A—Exploring Careers **Competency 2** I know about good work habits.	**Language Arts/Reading** **Item G, Competency 10** The learner will prepare legible, attractive copy of written products to share with others and read written work aloud to special audiences.
Area I-Career Planning &Exploration Category A-Exploring Careers **Competencies 2,4** I know about good work habits. I know people need to work together.	**Language Arts/Reading** **Item K, Competency 1** The learner will participate in conversations and discussions by listening without interrupting and volunteering information when appropriate.
Area I-Career Planning & Exploration Category A-Exploring Careers **Competency 4** I know people need to work together.	**Social Studies** **Item J, Competency 1** The learner will exhibit cooperation, compromise and responsible behavior in decision-making discussions.
Area I-Career Planning & Exploration Category A-Exploring Careers **Competency 4** I know people need to work together.	**Social Studies** **Item J, Competency 2** The learner will participate constructively in decision-making discussions.
Area I-Career Planning & Exploration Category N-Learning how to use Leisure Time **Competencies 31,32** I know about different hobbies, sports and activities that I can do in my spare time. I know what I like to do for fun.	**Language Arts/Reading** **Item E, Competency 2** The learner will select and read a variety of materials independently.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self & Others **Category B-Understanding and Accepting Myself** **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item K, Competency 2** The learner will use gestures, volume, tone of voice and inflections to clarify meaning of oral messages.
Area II-Knowledge of Self & Others **Category B-Understanding and Accepting Myself** **Competency 6** I understand and can identify a wide variety of feelings (happy, sad, and mad).	**Social Studies** **Item S, Competency 1** The learner will identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations.
Area II-Knowledge of Self & Others **Category F-Making Decisions** **Competencies 13-15** I know that I can make choices. I know how to come up with many possible choices to settle a problem. I know how to look at my decisions and change bad ones.	**Social Studies** **Item J, Competency 1** The learner will exhibit cooperation, compromise and responsible behavior in decision-making discussions.
Area II-Knowledge of Self & Others **Category F-Making Decisions** **Competencies 13-15** I know that I can make choices. I know how to come up with many possible choices to settle a problem. I know how to look at my decisions and change bad ones.	**Social Studies** **Item J, Competency 2** The learner will participate constructively in decision-making discussions.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category H-Understanding & Getting Along with Others **Competency 18** I understand that all people are not alike.	**Language Arts/Reading** **Item C, Competency 5** The learner will compare and contrast story characters.
Area II-Knowledge of Self & Others Category K,-Knowing How Drugs & Alcohol Affect Me and My Friends **Competency 26** I know how to say "NO" to people who try to get me to use drugs and alcohol.	**Language Arts/Reading** **Item H, Competency 2** The learner will evaluate orally presented messages for speaker's purpose and fact or fantasy.
Area II-Knowledge of Self &Others Category K-Knowing How Drugs & Alcohol Affect Me and My Friends **Competency 25** I know what drugs are and what they can do to people.	**Science** **Item D, Competency 8** The learner will describe the short and long term effects on the human body of smoking, alcohol and controlled substances.
Area III-Educational and Vocational Development Category J-Improving Study and Basic Learning Skills **Competency 22** I know how to listen.	**Language Arts/Reading** **Item H, Competencies 1,2** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker and keeping hands and feet quiet. The learner will evaluate orally presented messages for speaker's purpose and fact or fantasy.
Area III-Educational and Vocational Development Category J-Improving Study and Basic Learning Skills **Competency 23** I know how to ask questions.	**Language Arts/Reading** **Item I, Competencies 1, 3** The learner will speak loudly and distinctly enough to be heard by audience (whether one person or group). The learner will use acceptable language patterns and demonstrate an expanded vocabulary in classroom conversation and discussion.

Grade 3

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Exploring Careers **Competency 4** I know people need to work together.	**Social Studies** **Item J, Competencies 1, 2** The learner will participate constructively in decision-making discussions (pay attention, keep comments relevant to the issue, be sensitive to what others say, etc.).
Area I-Career Planning and Exploration Category N-Learning How To Use Leisure Time **Competencies 31,32** I know about different hobbies, sports, and activities that I can do in my spare time. I know what I like to do for fun.	**Language Arts/Reading** **Item E, Competency 2** The learner will develop habits of reading a wide variety of literary selections (both fiction and nonfiction) independently.
Area II-Knowledge of Self and Others Category B-Understanding and Acceptable Myself **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item K, Competency 2** The learner will use gestures, volume, tone of voice and inflections to clarify meaning of oral messages.
Area II-Knowledge of Self and Others Category F-Making Decisions **Competencies 13 - 15** I know that I can make choices. I know how to come up with many possible choices to settle a problem. I know how to look at my decisions and change bad ones.	**Social Studies** **Item J, Competencies 1, 2** The learner will participate constructively in decision-making discussions (pay attention, keep comments relevant to the issue, be sensitive to what others say, etc.)

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 26** I know how to say "NO" to people who try to get me to use drugs and alcohol.	**Language Arts/Reading** **Item H, Competency 2** The learner will evaluate orally presented messages for speaker's purpose fact or fantasy.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 22** I know how to listen.	**Language Arts/Reading** **Item H, Competencies 1, 2** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking appropriate questions for clarifications or additional information and incorporating new words into oral vocabulary. The learner will evaluate orally presented messages for speaker's purpose, fact or fantasy, mood or tone. **Item J, Competency 2** The learner will give or follow oral directions of three or more steps clearly and sequentially. **Item K, Competency 1** The learner will participate in conversations and discussions by listening without interrupting, and volunteering information when appropriate.
Area III-Educational and Vocational Development **Category J-Improving Study And Basic Learning Skills** **Competency 23** I know how to ask questions.	**Language Arts/Reading** **Item I, Competencies 1, 3** The learner will speak loudly and distinctly enough to be heard by audience (whether one person or group). The learner will use acceptable language patterns and demonstrate an expanded vocabulary in classroom conversation and discussion.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills**	**Language Arts/Reading** **Item J, Competency 2**
Competency 24 I know how to start and finish my work well.	The learner will give or follow directions of three or more steps clearly and sequentially.

Grade 4

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Exploring Careers **Competency 3** I know some reasons why people work.	**Social Studies** **Item T, Competencies 1, 2** The learner will indicate how various human needs are met by family, other people and organizations in regions in studied. The learner will compare how human needs are met in various cultures studied in class.
Area I-Career Planning and Exploration Category N-Learning How To Use Leisure Time **Competency 36** I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.	**Language Arts/Reading** **Item E, Competency 2** The learner will choose reading when given alternatives during leisure time.
Area II-Knowledge of Self and Others Category B-Understanding And Accepting Myself **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and explain personal points of view.
Area II-Knowledge of Self and Others Category B-Understanding And Accepting Myself **Competency 6** I understand how to deal with a wide variety of feelings (happiness, sadness, and anger).	**Social Studies** **Item S, Competency 1** The learner will identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 29** I know how to do my best on tests.	**Language Arts/Reading** **Item D, Competency 5** The learner will demonstrate effective test-taking strategies.

Grade 5

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Exploring Careers **Competency 3** I know some reasons why people work.	**Social Studies** **Item T, Competency 1** The learner will indicate how various human needs are met by family, local community and national groups and institutions in the United States.
Area I-Career Planning and Exploration Category N-Learning How To Use Leisure Time **Competency 36** I know about different hobbies, sports, and activities that I can do and enjoy doing during my spare time.	**Language Arts/Reading** **Item E, Competency 2** The learner will choose reading when given alternatives during leisure time.
Area II-Knowledge of Self and Others Category B-Understanding And Accepting Myself **Competency 7** I know how to express those thoughts and feelings that are important to me.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and explain personal points of view.
Area II-Knowledge of Self and Others Category B-Understanding And Accepting Myself **Competency 6** I understand how to deal with a wide variety of feelings (happiness, sadness, and anger).	**Social Studies** **Item S, Competency 1** The learner will identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs And Alcohol Affect Me And My Friends, **Competency 30** I know what alcohol and drugs do to a person's body and mind.	**Science** **Item D, Competency 3** The learner will communicate the short- and long-term effects of smoking, alcohol and controlled substances on the human body.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 40** I know how to get along with my parents, step-parents, or guardians.	**Social Studies** **Item I, Competency 1** The learner will compare rights and responsibilities of adults with those of children.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 29** I know how to do my best on tests.	**Language Arts/Reading** **Item D, Competency 5** The learner will demonstrate effective test-taking strategies. **Item J, Competency 2** The learner will recall specific information by relating main idea, sequence of events, details, etc., and synthesize related and unrelated concepts to reach conclusions.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 26,27** I know how to organize my class and home work materials. I can take good notes.	**Language Arts/Reading** **Item D, Competency 3** The learner will organize material for own use by simple note taking and outlining.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 25** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Grade 6	
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates To Classes And Jobs **Competency 15** I know that all classes and jobs are acceptable for females and males.	**Social Studies** **Item S, Competencies 4, 5** The learner will differentiate between roles that are achieved and roles that are assigned. The learner will identify potential problems that may arise when an individual's role expectations are in conflict.
Area II-Knowledge of Self and Others Category B-Understanding and Accepting Myself **Competency 7** I can state my own ideas.	**Language Arts/Reading** **Item J, Competency 3** The learner will state and justify personal points of view. **Item K, Competency 3** The learner will participate effectively in large- and small-group discussion and decision making: take turns speaking; ask well-formulated, relevant questions; engage in effective rebuttal; make statements clearly and effectively; cite specific facts, details and opinions.
Area II-Knowledge of Self and Others Category F-Making Decisions **Competencies 21-26** I know how to identify the real problem when I'm worried or upset. I know how to come up with many possible solutions to a problem. I know what is important to me so I can set goals. I know how to make good decisions.	**Language Arts/Reading** **Item K, Competency 3** The learner will participate effectively in large- and small-group discussion and decision making: take turns speaking; ask well-formulated, relevant questions; engage in effective rebuttal; make statements clearly and effectively; cite specific facts, details and opinions.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
I know how to evaluate my decisions and change bad ones. I know how to accept responsibility for my decisions.	
Area II-Knowledge of Self and Others Category F-Making Decisions **Competencies 22-26** I know how to come up with many possible solutions to a problem. I know what is important to me so I can set goals. I know how to make good decisions. I know how to evaluate my decisions and change bad ones. I know how to accept responsibility for my decisions.	**Social Studies** **Item M, Competency 2** The learner will use a rational decision-making process when making or analyzing simple personal economic decisions. This process includes: (a) defining the problem with identification of goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making a decision with awareness of the trade-offs.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competencies 27-32** I understand my friends and classmates. I know effective ways of communicating feeling and thoughts. I know how to be a good friend. I know how to get along with both boys and girls. I respect other people even though they may be different. I can talk to someone when I need to.	**Language Arts/Reading** **Item K, Competencies 1-4** The learner will use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech, eye contact and voice inflections. The learner will indicate response to feedback from listeners by giving additional clarification, speaking more loudly or softly or slowing rate of speech. The learner will participate effectively in large- and small-group discussion and decision making: take turns speaking; ask well-formulated, relevant questions; engage in effective rebuttal; make statements clearly and effectively; cite specific facts, details and opinions.

GUIDANCE COMPETENCIES	**KEY SKILL CORE COMPETENCIES**
	The learner will give examples of verbal and nonverbal cues that conflict with or detract from orally presented messages.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 28** I know effective ways of communicating and thoughts.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attentions and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/ /or additional information.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 27** I understand my friends and classmates.	**Language Arts/Reading** **Item G, Competency 1** The learner will explore ideas orally with partners or in groups.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competencies 27-31** I understand my friends and classmates. I know how to be a good friend. I know how to get along with both boys and girls. I respect other people even though they may be different.	**Social Studies** **Item J, Competency 1** The learner will identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgement until important facts are known, and accept decisions of the group once a final decision has been made.
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 28** I know effective ways of communicating feelings and thoughts.	**Social Studies** **Item S, Competency 1** The learner will identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 30** I know how to get along with both boys and girls.	Social Studies Item S, Competency 3 The learner will identify different roles or positions an individual may assume (parent, student, friend, worker, citizen, adults, etc.) and the expected behavior usually attached to each role.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 40** I know what the school, police, and courts do to students who do drugs and alcohol	Language Arts/Reading Item I, Competency 1 The learner will relate experiences - real, imaginary and vicarious- in sequential order through spoken or dramatic form.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 39** I know what drugs and alcohol do to my body and mind.	Science Item D, Competency 5 The learner will identify and construct a chart depicting the uses of Missouri's major minerals.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 40** I know what the school, police, and courts do to students who do drugs and alcohol.	Social Studies Item J, Competency 2 The learner will identify groups or individuals with authority to bring about changes in the school and community.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 59** I know how to get along with my brother, sister, step-brother, or step-sister.	Language Arts/Reading Item J, Competency 3 The learner will state and justify personal points of view.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 61, 62** I know some things that cause problems in families (moving, divorce, death, or unemployment). I know how to find help when my family has problems.	**Language Arts/Reading** **Item C, Competency 4** The learner will identify and explain cause-effect relationships.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 58-62** I know how to get along with my parents, step-parents or guardians. I know how to get along with my brother, sister, step-brother, or step-sister. I know how to help with family responsibilities. I know some things that cause problems in families (moving, divorce, death, or unemployment). I know how to find help when my family has problems.	**Language Arts/Reading** **Item I, Competency 4** The learner will suggest or portray characters in puppetry, choral reading, oral interpretation, classroom drama and storytelling.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 61** I know some things that cause problems in families (moving, divorce, death, or unemployment).	**Social Studies** **Item S, Competency 1** The learner will identify in given cases conditions leading to changes in an individual's emotions and the likely consequences.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category-J Improving Study and Learning Skills** **Competency 34** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 34, 36** I know how to listen and ask questions in class. I can take good notes.	**Language Arts/Reading** **Item B, Competency 1** The learner will use contextual clues and/or dictionary to determine meanings of new words and the appropriate meaning or words with multiple meanings.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 33-38** I know how to organize my time. I know how to listen and ask questions in class. I know how to organize my class and homework materials. I can take good notes. I know how to start and finish my assignment well. I know how to do well on tests.	**Language Arts/Reading** **Item D, Competencies 1-7** The learner will select and use appropriate reference sources to obtain information: dictionary, encyclopedia, directories, atlas, almanac, library card catalog, newspapers, textbooks and trade books. The learner will interpret and apply information found in maps, charts, graphs, time lines, diagrams, tables, schedules, etc. The learner will organize material for own use and presentations using simple notetaking and outlining. The learner will demonstrate effective test-taking strategies. The learner will check validity of sources by comparing information from more than one source (copyright date, etc.) The learner will follow multi-step directions. The learner will use appropriate techniques for independent study: adjust reading rate to purpose

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	and difficulty of material; skim and scan when appropriate; preview selections, chapters, books and computer software.
Area III-Educational and Vocational Development	**Language Arts/Reading**
Category J-Improving Study and Learning Skills	**Item G, Competencies 1-9**
Competencies 33-38	The learner will explore ideas orally with partners or in groups.
I know how to organize my time. I know how to listen and ask questions in class.	The learner will gather and process information for composing: determine audience; limit topic; take notes from sources read, from oral presentations or from conducted interviews.
I know how to organize my class and homework materials. I can take good notes. I know how to start and finish my assignment well.	The learner will produce various forms of writing: journals, stories, original poems, autobiographical and biographical pieces, plays, news stories, editorials, directions to complete a product or reach a destination, social notes, persuasive letters, commercials, advertisements and simple reports.
I know how to do well on tests.	The learner will revise compositions to reflect peer suggestions.
	The learner will edit writing for spelling.
	The learner will edit writing for capitalization: names and titles of persons, geographic names and adjective derivatives, main words in title of works and sections of the country.
	The learner will edit writing for punctuation: end punctuation, quotation marks, commas, apostrophes, indentation, and underlining or quoting titles in context.
	The learner will edit written work for correct usage: irregular verb forms, subject-verb agreement, confused pairs (its - it's, are -our, who's-whose, here-hear), double negatives and correct pronoun forms.
	The learner will prepare legible, attractive copy of written products to share with others, and read written work aloud to special audiences.

Grade 7

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self & Others Category B-Understanding and Accepting Myself **Competency 11** I understand the physical, social, and emotional changes of growing up.	**Science** **Item E, Competency 6** The learner will infer the effects on physical and emotional development caused by hormonal changes during puberty.
Area II-Knowledge of Self & Others Category F-Making Decisions **Competency 24** I know how to make good decisions.	**Social Studies** **Item I, Competency 2** The learner will distinguish between rights and responsibilities of adults and those of juveniles.
Area II-Knowledge of Self & Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different	**Language Arts/Reading** **Item H, Competencies 2 , 5** The learner will suspend judgment until speaker has finished speaking. The learner will identify and appreciate the contribution of regional and ethnic speech in enrichment of language.
Area II-Knowledge of Self & Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different.	**Social Studies** **Item T, Competency 1** The learner will describe the impact of family, religion, government, education, media, the arts, business and other institutions on U.S. culture and other cultures studied.
Area II-Knowledge of Self & Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 39** I know what drugs and alcohol do to my body and mind.	**Science** **Item F, Competencies 7, 8** The learner will predict health effect of continued, long-term use of tobacco, alcohol, and controlled substances.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will predict several ways the human immune system would respond to foreign materials.
Area II-Knowledge of Self & Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competency 40** I know what the school, police, and courts do to students who do drugs and alcohol.	**Social Studies** **Item I, Competency 3** The learner will predict likely consequences when citizens do not carry out responsibilities in specific cases.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competencies 35, 37** I know how to organize my class and homework materials. I know how to start and finish my assignment well.	**Language Arts/Reading** **Item D, Competency 4** The learner will develop structures for organizing personal study materials (paper, writing implements, folders, etc.)
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 36** I can take good notes.	**Language Arts/Reading** **Item D, Competency 3** The learner will organize note through outlining or clustering.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 38** I know how to do well on tests.	**Language Arts/Reading** **Item D, Competency 7** The learner will use effective test-taking strategies.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 33** I know how to organize my time.	**Language Arts/Reading** **Item J, Competency 2** The learner will follow or give multi-step directions clearly and sequentially.
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 34** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker, asking questions for clarification and/or additional information.
Area III-Educational and Vocational Development **Category E-Preparation for Finding Jobs** **Competency 20** I know job interview skills.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information.

Grade 8

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competency 1** I know how to explore careers in which I may be interested.	**Language Arts/Reading** **Item F, Competency 2** The learner will use library resources to gather information.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competency 4** I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).	**Social Studies** **Item N, Competency 3** The learner will describe why businesses or nations strive to increase productivity in specific cases.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competencies 3, 4** I understand how to prepare for careers in which I may be interested. I understand the importance of making plans for the future (jobs, vocational technical education, employment and training programs, college, and military).	**Social Studies** **Item S, Competencies 3, 4** The learner will identify role experiences of various positions in government, the work place, school and home. The learner will identify consequences of fulfilling or failing to fulfill role expectations.
Area I-Career Planning & Exploration **Category A-Exploring Careers** **Competencies 1, 3** I know how to explore careers in which I may be interested. I understand how to prepare for careers in which I may be interested.	**Social Studies** **Item V, Competency 2** The learner will identify resources in the library that may be used to investigate given topics related to history or geography: card catalogs, Readers' Guide, encyclopedias, atlases, periodicals, fiction and nonfiction books.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning & Exploration Category N-Learning How To Use Leisure Time **Competency 48** I know about different hobbies, sports, and activities in which I could get involved.	**Language Arts/Reading** **Item G, Competency 1** The learner will brainstorm and use free writing to generate ideas.
Area I-Career Planning & Exploration Category N-Learning How To Use Leisure Time **Competency 49** I know how to find out which leisure activities are best for me.	**Language Arts/Reading** **Item F, Competency 2** The learner will use library resources to gather information.
Area II-Knowledge of Self and Others Category B-Understanding and Accepting Self **Competency 7** I can state my own ideas.	**Language Arts/Reading** **Item J, Competency 4** The learner will brainstorm and use free writing to generate ideas.
Area II-Knowledge of Self and Others Category B-Understanding and Accepting Self **Competency 5** I understand what is important to me (my value).	**Language Arts/Reading** **Item K, Competency 3** The learner will listen and respond to news broadcasts, editorials, speeches, political appeals, etc., for a variety of purposes: pleasure and enjoyment; directions; intelligent consumer judgments; effective citizenship.
Area II-Knowledge of Self and Others Category F-Making Decisions **Competency 22** I know how to come up with many possible solutions to a problem.	**Language Arts/Reading** **Item G, Competency 1** The learner will brainstorm and use free writing to generate ideas.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 27** I understand my friends and classmates.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 29** I know how to be a good friend.	**Language Arts/Reading** **Item H, Competency 2** The learner will suspend judgment until speaker has finished speaking.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different.	**Language Arts/Reading** **Item H, Competency 5** The learner identify and appreciate the contribution of regional and ethnic speech in enrichment of language.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 28** I know effective ways of communicating feeling and thoughts.	**Language Arts/Reading** **Item K, Competency 1** The learner will use congruent nonverbal cues to emphasize meaning of own message.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 31** I respect other people even though they may be different.	**Social Studies** **Item S, U, Competencies 4, 1** The learner will describe how role expectations of various positions (parent, student, president, etc.) differ, depending on the culture.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will illustrate how people from various cultural backgrounds have developed beliefs, practices and value priorities that sometimes vary profoundly.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competencies 27-32** I understand my friends and classmates. I know effective ways of communicating feeling and thoughts. I know how to be a good griend. I know how to get along with both boys and girls. I respect other people even though they may be different. I can talk to someone when I need to.	**Social Studies** **Item J, Competencies 1, 3, 4** The learner will describe how negotiation, mediation and arbitration are used to resolve conflicts. The learner will identify and use constructive strategies to resolve problems: listen carefully and receptively to ideas of others; ask for clarification and elaboration of others' ideas; state the nature of disagreements; seek areas of agreement; participate in the discussion in ways consistent with parliamentary procedures, etc. The learner will work effectively with others in discussions and in making and carrying out decisions.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs and Alcohol Affect Me and My Friends **Competencies 39-44** I know what drugs and alcohol do to my body and mind. I know what the school, police, and courts do to students who do drugs and alcohol. I know how to help a friend who has a problem with drugs and alcohol. I know where to get help for myself when other people try to get me to use drugs or alcohol. I know how the use of drugs and alcohol may affect my relationship with others.	**Social Studies** **Item S, Competencies 1-4** The learner will identify role expectations of various positions in government, the workplace, school and home. The learner will identify consequences of fulfilling or failing to fulfill role expectations. The learner will analyze cases in which the role expectations of an individual are in conflict. (Tell what the problem is, the role expectations that are in conflict and the consequences that could follow, depending on how the problem is handled.) The learner will describe how role expectations of various positions (parent, student, president, etc.) differ, depending on the culture.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 58, 59** I know how to get along with my parents, step-parents or guardians. I know how to get along with my brother, sister, step-brother, or step-sister.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competencies 58, 59** I know how to get along with my parents, step-parents or guardians. I know how to get along with my brother, sister, step-brother, or step-sister.	**Language Arts/Reading** **Item H, Competency 2** The learner will suspend judgment until speaker has finished speaking.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 58** I know how to get along with my parents, step-parents or guardians.	**Language Arts/Reading** **Item K, Competency 1** The learner will use congruent nonverbal cues to emphasize meaning of own message.
Area II-Knowledge of Self and Others Category P-Learning About Family Responsibilities **Competency 61** I know some things that cause problems in families (moving, divorce, death, or unemployment.	**Language Arts/Reading** **Item B, Competency 4** The learner will translate slang expressions into standard English.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 60** I know how to help with family responsibilities.	**Social Studies** **Item J, Competency 4** The learner will work effectively with others in discussions and in making and carrying out decisions. **Item S, Competency 1** The learner will identify role expectations of various positions in government, the workplace, school and home.
Area II-Knowledge of Self and Others **Category P-Learning About Family Responsibilities** **Competency 62** I know how to find help when my family has problems.	**Social Studies** **Item S, Competency 3** The learner will analyze cases in which the role expectations of an individual are in conflict. (Tell what the problem is, the role expectations that are in conflict and the consequences that could follow, depending on how the problem is handled.)
Area III-Educational and Vocational Development **Category J-Improving Study and Learning Skills** **Competency 34** I know how to listen and ask questions in class.	**Language Arts/Reading** **Item H, Competencies 1-6** The learner will demonstrate attention and courtesy by maintaining eye contact with speaker, asking questions for clarification and/or additional information. The learner will suspend judgment until speaker has finished speaking. The learner will identify speaker's purpose, point of view and method of appealing to an audience (exaggeration, prejudice, propaganda techniques, emotion, humor, etc.) The learner will gather and process information for writing from oral presentations.

Guidance Competencies	Key Skill Core Competencies
	The learner will identify and appreciate the contribution of regional and ethnic speech in enrichment of language. The learner will respond empathetically to oral performances and presentations of literature and drama.
Area III-Educational and Vocational Development **Category M-Learning From Friends And Others About High School** **Competency 47** I know what will be expected of me in high school.	**Language Arts/Reading** **Item D, Competency 4** The learner will use effective test-taking strategies.
Area III-Educational and Vocational Development **Category M-Learning From Friends And Others About High School** **Competencies 45-47** I understand the challenges students have in high school. I know where to go to get help when I have a problem concerning high school. I know what will be expected of me in high school.	**Language Arts/Reading** **Item J, Competency 1** The learner will will formulate questions that require answers beyond the literal level.
Area III-Educational and Vocational Development **Category O-Planning For School And Beyond** **Competencies 51, 52, 53, 55, 56** I understand high school credits and graduation requirements.	**Language Arts/Reading** **Item C, Competency 9** The learner will make inferences, predict outcomes, form generalizations and conclusions supported with facts.

I know how to select high school courses that help meet my needs, interest and career goals.
I know how academic skills such as math, reading, and science relate to my career goals.

I understand how completing high school with better prepare me for the job market.

I understand how completing high school will better prepare me to continue my education (vocational technical education, military and college).

Area III-Educational and Vocational Development
Category E-Preparation For Finding Jobs

Competency 20

I know job interview skills.

Language Arts/Reading

Item I, Competencies 3, 4

The learner will use appropriate tone of voice, volume and pattern of speech for oral reading, storytelling or dramatizations.

The learner will use conventional pronunciations for standard English in the classroom.

Grade 9

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Planning and Developing Careers **Competency 3** I know how to explore careers in a specific area in which I am interested.	**Language Arts/Reading** **Item F, Competency 3** The learner will use the library as a source of primary and secondary information.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competencies 17, 18** I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.	**Language Arts/Reading** **Item K, Competency 3**
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competency 20** I understand how being male or female affects my career choices.	**Social Studies** **Item S, Competencies 1, 5** The learner will identify role expectations connected with various positions in the community, workplace, government, home and school. The learner will identify examples, causes and consequences of prejudice and discrimination.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competency 15**	**Social Studies** **Items S, Competency 1** The learner will identify role expectations connected with various positions in the

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
I know about jobs that are usually filled by the opposite sex but are available to both sexes.	community, workplace, government, home and school.
Area I-Career Planning and Exploration Category D-Making Decisions About College **Competencies 21, 24, 26, 27** I know about various colleges and what they offer. I know how to choose colleges that would help prepare me for a specific career. I know which majors would prepare me for specific careers and the future of those careers. I know how to obtain scholarship and financial aid information.	**Language Arts/Reading** **Item F, Competency 3** The learner will use the library as a source of primary and secondary information.
Area I-Career Planning and Exploration Category D-Making Decisions About College **Competencies 22, 24** I know how to pick a college. I know how to choose colleges that would help prepare me for a specific career.	**Language Arts/Reading** **Item H, Competencies 4, 6, 7** The learner will receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism ,etc. The learner will compare and evaluate oral information using multiply sources. The learner will evaluate and use mass media as sources of information.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along with Others **Competency 48** I can understand others.	**Language Arts/Reading** **Item H, Competency 3** The learner will identify a speaker's purpose method of appeal to an audience (humor , wit, emotions, propaganda techniques, pathos, etc.).

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along with Others **Competency 53** I respect other people whose views differ from mine.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. **Item I, Competency 2** The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along with Others **Competency 48** I can understand others.	**Social Studies** **Item S, Competency 2** The learner will identify factors that explain why people conform to or deviate from socially accepted behavior.
Area II-Knowledge of Self and Others Category K-Knowing How Drugs And Alcohol Affect Me and My Friends **Competency 69** I know how to help a friend who has a problem with drugs or alcohol.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others Category P-Learning About Marriage and Family Responsibilities **Competency 97** I know about the kinds of decisions and difficulties I will face as a parent.	**Social Studies** **Item S, Competency 4** The learner will identify ways parents can help their children become competent, responsible, creative adults.

GUIDANCE COMPETENCIES

Area III-Educational and Vocational Development
Category J-Improving Basic Skills and Study/Learning Skills

Competency 61

I know how to improve writing, speaking, listening, and math skills.

KEY SKILL CORE COMPETENCIES

Language Arts/Reading

Item B, Competencies 4, 5

The learner will cite examples of cultural or ethnic dialect and explain how these enrich the passage.

The learner will add to basic sight vocabulary from a variety of sources.

Item C, Competencies 1-12

The learner will state the them of a short story or novel, taking into account resolution of conflict, mood and setting.

The learner will identify methods of characterization including physical description of character, what the character says, what other characters say about him/her and the character's thoughts and actions.

The learner will detect plotting structures (flashback, foreshadowing, exposition, climax and resolution).

The learner will cite examples of and explain irony, sarcasm, puns and metaphorical language.

The learner will differentiate among prose (fiction-nonfiction), poetic and dramatic forms.

The learner will identify the author's thesis, bias, and purpose; explain how these influence the selection.

The learner will justify the inclusion of characters, scenes and details in a literary work; tell how these relate to the author's purpose. The learner will tell how a work of literature relates to its cultural and social context.

The learner will identify and explain cause-effect relationships.

The learner will identify main idea and supporting details.

Guidance Competencies	Key Skill Core Competencies
	The learner will make inferences and generalizations from specific details. The learner will evaluate the effectiveness of examples and illustrations in contributing to meaning. **Item G, Competencies 1-11** The learner will use various prewriting strategies: research discussion, brainstorming, clustering and visual media. The learner will write in a variety of modes of discourse (personal, expository, persuasive, narrative, descriptive) for a variety of audiences and purposes. The learner will construct paragraphs using appropriate paragraphs patterns: topic sentences, illustrations, facts and figures, quotes, examples, comparisons and contrasts or definition. The learner will revise sentences within paragraphs using the techniques of revision: add, delete, substitute, combine and rearrange. The learner will share the paper with peer group and/or teacher for constructive suggestions; revise and present the paper for second content evaluation. The learner will edit writing for correct spelling, standard usage and complete sentences. The learner will edit capitalization guided by convention. The learner will edit punctuation: quote within a quote, apostrophes, dashes, colons, semicolons, ellipses and parentheses. The learner will expand vocabulary for writing; use vivid verbs and specific nouns.

The learner will edit writing for subject-verb agreement, pronoun referents, sentence fragments, consistency of tense and point of view, appositions and smooth transitions.

The learner will proofread and publish written work to share with special audiences.

Item H, Competencies 1-7

The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.

The learner will analyze qualities of a speaker's language and delivery: imagery, word choice, transitional devices and purposeful repetition.

The learner will identify a speaker's purpose and method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.)

The learner will receive and evaluate material critically by making judgements about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc.

The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker.

The learner will compare and evaluate oral information using multiple sources.

The learner will evaluate and use mass media as sources of information.

Item J, Competencies 1-3

The learner will identify and remedy speech qualities (diction, rate, volume, pitch) that need self-improvement.

The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
	The learner will perform prose, poetry or drama effectively for various audiences. **Item I, Competencies 1-5** The learner will give or follow oral directions requiring periods of time between steps. The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material. The learner will present an impromptu talk on a familiar subject. The learner will prepare and present a speech: include introduction; use supporting details and conclusions; stay within time limits; present information relevant to the topic; use transitions between ideas effectively. The learner will take a position based on evidence and defend it using logical argument.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 63** I know how to improve my test-taking skills.	**Language Arts/Reading** **Item D, Competency 7** The learner will apply effective test-taking strategies. **Item K, Competencies 1-5** The learner will identify points to be questioned in a formal presentation or in conversation and discussion. The learner will use content and nonverbal cues in evaluating effectiveness of a presentation. The learner will defend or modify a point of view when confronted with ideas of others. The learner will demonstrate effective interview skills. The learner will conduct an opinion poll.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 64** I know how to develop learning habits and skills that I can use throughout life.	**Language Arts/Reading** **Item E, Competencies 3, 4** The learner will recognize and appreciate the aesthetic and humanizing aspects of literature. The learner will select and share an increasing variety of materials (science fiction, fantasy, drama, lyric and narrative poetry, ethnic literature and works with foreign settings. **Item H, Competency 6** The learner will compare and evaluate oral information using multiple sources.
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs** **Competency 31** I know what to do during a job interview.	**Language Arts/Reading** **Item K, Competency 4** The learner will demonstrate effective interview skills. **Item H, Competencies 1, 5** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker. **Item J, Competency 2** The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competency 35** I can make decisions.	**Language Arts/Reading** **Item J, Competency 5** The learner will take a position based on evidence and defend it using logical argument.

GUIDANCE COMPETENCIES	KEY SKILL CORE COMPETENCIES
Area III-Educational and Vocational Development **Category G-Learning Consumer and Homeowner Skills** **Competencies 41-46** I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.) I know about the kinds of daily expenses that I will face in life. I understand credit purchases and installment buying. I know how to budget, spend, and invest my money wisely. I have increased my knowledge about such items as cars, stereo systems, and appliances. I know and understand the necessary steps in renting or buying a home.	**Mathematics** **Item H, Competency 3** The learner will investigate problems involving personal finance.
Area III-Educational and Vocational Development **Category G-Learning Consumer and Homeowner Skills** **Competencies 41, 42** I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.) I know about the kinds of daily expenses that I will face in life.	**Language Arts/Reading** **Item O, Competency 3** The learner will identify costs and benefits for individuals and businesses of various government regulations dealing with health, safety, fairness and equity.

Grade 10

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area I-Career Planning and Exploration Category A-Planning and Developing Careers **Competency 2** I know about possible careers and the world of work.	**Language Arts/Reading** **Item E, Competency 6** The learner will explore career opportunities from print and nonprint sources.
Area I-Career Planning and Exploration Category A-Planning and Developing Careers **Competency 3** I know how to explore careers in a specific area in which I am interested.	**Language Arts/Reading** **Item F, Competency 3** The learner will use the library as a source of primary and secondary information.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competencies 17, 18** I can handle adult disapproval, hostility, opposition if I have an interest in or choose a course usually taken by the opposite sex. I can handle kidding or tormenting from other students if I have an interest in or choose a course usually taken by the opposite sex.	**Language Arts/Reading** **Item K, Competency 3** The learner will defend or modify a point of view when confronted with ideas of others.
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competencies 15,20** I know about jobs that are usually filled by the opposite sex but are available to both sexes.	**Social Studies** **Item S, Competency 1** The learner will identify role expectations connected with various positions in the workplace, government, home and school.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
I understand how being male or female affects my career choices.	
Area I-Career Planning and Exploration Category C-Understanding How Being Male or Female Relates to Jobs and Careers **Competency 20** I understand how being male or female affects my career choices.	**Social Studies** **Item S, Competency 5** The learner will describe prejudice and discrimination, their causes and consequences.
Area I-Career Planning and Exploration Category D-Making Decisions About College **Competencies 22, 27** I know how to pick a college. I know how to obtain scholarship and financial aid information.	**Social Studies** **Item H, Competencies 4, 6, 7** The learner will receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc. The learner will compare and evaluate oral information using multiple sources. The learner will evaluate and use mass media as sources of information.
Area II-Knowledge of Self and Others Category H-Understanding and Getting Along With Others **Competency 53** I respect other people whose views differ from mine.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. **Item I, Competency 2** The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 48** I can understand others.	**Language Arts/Reading** **Item H, Competency 3** The learner will identify a speaker's purpose method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.)
Area II-Knowledge of Self and Others **Category H-Understanding and Getting Along With Others** **Competency 48** I can understand others.	**Social Studies** **Items S, Competency 2** The learner will identify factors that explain why people conform to or deviate from socially accepted behavior. **Item U, Competencies 1, 2** The learner will explain major features of family structure, religion, politics, economics, technology and art forms in cultures studied. The learner will cite examples illustrating how people of different cultures have common fundamental needs but use different ways of meeting those needs.
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 69** I know how to help a friend who has a problem with drugs or alcohol.	**Language Arts/Reading** **Item H, Competency 1** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
Area II-Knowledge of Self and Others **Category K-Knowing How Drugs and Alcohol Affect Me and My Friends** **Competency 67** I know the physical and mental effects of drugs and alcohol.	**Science** **Item B, Competency 3** The learner will classify the hazards and benefits of controlled substances such as stimulants, depressants, hallucinogens and narcotics.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area II-Knowledge of Self and Others **Category P-Learning About Marriage and Family Responsibilities** **Competency 97** I know about the kinds of decisions and difficulties I will face as a parent.	**Social Studies** **Item S, Competency 4** The learner will identify ways parents can help their children become competent, responsible, creative adults.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 61** I know how to improve writing, reading, speaking, listening, and math skills.	**Language Arts/Reading** **Item B, Competency 4** The learner will add to basic sight vocabulary from a variety of sources. **Item C, Competencies 1-14** The learner will state the them of short story or novel, taking into account resolution of conflict, mood and setting. The learner will identify the author's thesis, bias and purpose; explain how these influences the selection. The learner will compare chronology of events in works of literature with other happenings of the time. The learner will identify and explain cause-effect relationships. The learner will identify and describe attributes of characters in a short story, novel or drama. The learner will identify the main idea and supporting details. The learner will detect plotting structures (flashback, foreshadowing, etc.) The learner will use text to predict future events and outcomes. The learner will identify underlying assumptions of a passage by drawing valid conclusions.

The learner will differentiate among prose, poetic and dramatic forms.

The learner will cite examples of and explain satire, irony, puns and figures of speech.

The learner will compare and contrast styles of writing used in various reading selections.

The learner will evaluate the effectiveness of examples and illustrations in contributing to meaning.

The learner will make inferences, predict outcomes, form generalizations and conclusions and support with facts.

Item G, Competencies 1-10

The learner will construct and execute workable plans for producing various types of writing: personal, expository, narrative, and descriptive.

The learner will construct paragraphs using appropriate patterns: topic sentences, illustrations, facts and figures, quotes, examples, comparisons and contrasts or definitions.

The learner will revise sentences within paragraphs using the techniques of revision: add, delete, substitute, combine and rearrange.

The learner will share the paper with the peer group and/or teacher for constructive suggestions; rewrite and present the paper for conceptual content evaluation.

The learner will edit writing for correct spelling, complete sentences, variety of sentence structure and usage.

The learner will edit capitalization guided by convention: lower case or capital letters consistent throughout writing (TV-tv, A.M. - a.m.); capitalization as rhetorical device for layout or effect; lower case for types of kinds (zinnia, king cobra); lower case for terms that have become generic (coke, kleenex).

The learner will edit punctuation: title within a title; titles with subtitles; dashes, colons, semicolons, ellipses, parentheses; quotations from poetry; incorporation of long and short quotes.

The learner will expand writing vocabulary.

The learner will edit writing for apposition, parallelism and smooth transitions.

The learner will produce attractive, legible written work to share with special audiences.

Item H, Competencies 1-7

The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.

The learner will analyze qualities of a speaker's language and delivery: imagery, word choice, transitional devices and purposeful repetition.

The learner will identify a speaker's purpose and method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.)

The learner will receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc.

The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker.

The learner will compare and evaluate oral information using multiple sources.

The learner will evaluate and use mass media as sources of information.

Item I, Competencies 1-3

The learner will identify and remedy speech qualities (diction, rate, volume, pitch) that need self-improvement.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	The learner will identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.
	The learner will perform prose, poetry, or drama effectively for various audiences.
	The learner will give or follow oral directions requiring periods of time between steps.
	Item J, Competencies 1-5
	The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
	The learner will present an impromptu talk on a familiar subject.
	The learner will prepare and present a speech: include introduction; use supporting details and conclusions; stay within time limits; present information relevant to the topic; use transitions between ideas effectively.
	The learner will take a position based on evidence and defend it using logical argument.
Area III-Educational and Vocational Development	**Language Arts/Reading**
Category J-Improving Study and Basic Learning Skills	**Item D, Competency 7**
Competency 63	The learner will apply effective test-taking strategies.
I know how to improve writing, reading, speaking, listening, and math skills.	**Item K, Competencies 1-5**
	The learner will identify points to be questioned in a formal presentation or in conversation and discussion.
	The learner will use content and nonverbal cues in evaluating effectiveness of a presentation.
	The learner will defend or modify a point of view when confronted with ideas of others.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	The learner will demonstrate effective interview skills. The learner will conduct an opinion poll.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 64** I know how to develop learning habits and skills that I can use throughout life.	**Language Arts/Reading** **Item E, Competency 4** The learner will choose to read a library book during free time. **Item H, Competency 6** The learner will compare and evaluate oral information using multiple sources.
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs** **Competency 31** I know what to do during a job interview.	**Language Arts/Reading** **Item K, Competency 4** The learner will demonstrate effective interview skills. **Item H, Competencies 1, 5** The learner will demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. The learner will adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker. **Item J, Competency 2** The learner will analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
Area III-Educational and Vocational Development **Category E-Preparation For Finding Jobs** **Competencies 31, 32**	**Language Arts/Reading** **Item G, Competency 10** The learner will produce attractive, legible written work to share with special audiences.

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
I can complete application forms properly. I can develop a resume (personal information sheet for employers).	
Area III-Educational and Vocational Development	**Language Arts/Reading**
Category I-Finding Jobs	**Item E, Competency 6**
Competencies 55-58, 60	The learner will explore career opportunities from print and nonprint sources.
I know what jobs are available locally. I know how to find part-time work or summer work. I know how to find a full-time job after graduation. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs. I know the benefits, working conditions, and opportunities for advancement in jobs.	
Area III-Educational and Vocational Development	**Language Arts/Reading**
Category F-Making Decisions	**Item J, Competency 5**
Competency 35	The learner will take a position based on evidence and defend it using logical argument.
I can make decisions.	
Area III-Educational and Vocational Development	**Social Studies**
Category F-Making Decisions	**Item E, Competency 6**
Competencies 38, 40	The learner will analyze contemporary problems in the light of their historical development and complexity, and propose solutions to them. Such problems include: population growth placing strains on essential resources, changing relationships among dominant and minority groups in the United States and in other cultures studied, pollution of various sorts, severe poverty in some places, and
I know how to get along in a changing world. I can come up with many possible solutions to a problem.	

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
	security of nations, including that of the United States and other nations in the nuclear age.
Area III-Educational and Vocational Development **Category F-Making Decisions** **Competency 35** I can make decisions.	**Social Studies** **Item L, Competency 4** The learner will ask appropriate questions the information needed to make decisions concerning social, political and economic issues.
Area III-Educational and Vocational Development **Category G-Learning Consumer and** **Competencies 43, 46** I understand credit purchases and installment buying. I know and understand the necessary steps in renting or buying a home.	**Mathematics** **Item H, Competency 1** The learner will solve banking problems involving compound interest.
Area III-Educational and Vocational Development **Category G-Learning Consumer and** **Competencies 42, 44** I know about the kinds of daily expenses that I will face in life. I know how to budget, spend, and invest my money wisely.	**Mathematics** **Item H, Competency 5** The learner will prepare a personal budget given appropriate information.
Area III-Educational and Vocational Development **Category G-Learning Consumer and** **Competency 41** I understand legal responsibilities which I will face as an adult (income tax, auto insurance, medical expenses, etc.)	**Social Studies** **Item I, Competency 4** The learner will indicate how rights and responsibilities of citizens change with age and position (drive of vehicle, spouse, parent, employee, party to contract, voter, etc.).

GUIDANCE COMPETENCIES	KEY SKILLS CORE COMPETENCIES
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 22** I know how to listen.	**Language Arts/Reading** **Item J, Competency 2** The learner will give or follow oral directions of three or more steps clearly and sequentially. **Item K, Competency 1** The learner will participate in conversations and discussions by listening without interrupting and volunteering information when appropriate.
Area III-Educational and Vocational Development **Category J-Improving Study and Basic Learning Skills** **Competency 24** I know how to start and finish my work well.	**Language Arts/Reading** **Item J, Competency 2** The learner will give or follow oral directions of three or more steps clearly and sequentially.
Area III-Educational and Vocational Development **Category M-Learning From Friends in And Others About School** **Competency 30** I know what will be expected of me in my school.	**Social Studies** **Item S, Competency 2** The learner will indicate how children learn (a) skills used daily, (b) attitudes toward experiences in daily life and (c) ways of behaving in various settings.